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ABSTRACT

In order to determine (1) characteristics of non-returning students, (2) reasons for attrition, and (3) student evaluation of Delaware County Community College (DCCC), questionnaires were mailed to all full and part-time students who attended the winter 1976 term but who did not register for the fall 1976 term. Drawn from 405 responses, characteristics of the survey population included the following: 89.6% were Caucausian; 17.1% were veterans; 34% had not matriculated; 58.8% were working toward an Associate Degree; 70.5% had withdrawn at least 7-12 months prior to the study; 57.8% had been part-time students; 42.7% were employed 36 or more hours weekly; 69.5% received no financial aid; and 90.1% had never been on academic probation. Major reasons for leaving DCCC were transfer to another institution (22.4%), home or work obligations (12.2%), financial problems (10.2%), and moving from the area (9.1%). Asked to choose three factors which, if changed for the better, would encourage respondents to stay at DCCC, the scheduling of classes, course content in major fields, and counseling/guidance services were ranked highest. The majority of respondents expressed satisfaction with their experiences at DCCC and expected to return at some future date. In addition to the narrative summation, response data are presented in graph form for each questionnaire item. (RT)

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NON-RETURNING STUDENT SURVEY

Winter 1976 - Fall 1976

PART I

DELAWARE COUNTY COMMUNITY COLLEGE

Susan Wetzel
MSPR
April 1977

JC 770 525

TABLE OF CONTENTS

Objectives 1

Sample 1

Procedures 1

Organization of the Report 2

Part I

Demographic Data 2

Evaluation of Aspects of Education at DCCC 3

Other Types of Financial Aid (Table 1) 4

Primary Reason for Attending School (Table 3) 5

Factors Influencing Students to Stay (Table 4) 6

Reasons for Leaving DCCC (Table 5) 7

Institutions Now Attending (Table 6) 8

Demographic Data (Figures 1-9) 9

Reasons for Leaving DCCC (Figures 10-35) 19

Evaluation of Aspects of DCCC (Figures 36-60) 36

Current Activities of Non-Returning Students 62

STUDY TITLE: Non-Returning Students Survey Winter '76 - Fall '76

OBJECTIVES:

1. To determine the reasons for attrition at DCCC between the Winter '76 term and the Fall '76 term. Aimed at identifying reasons for negative attrition.

2. To obtain the non-returning students' evaluation of various aspects of DCCC.

3. To determine the characteristics of a non-returning student at DCCC.

SAMPLE:

Questionnaires were mailed to all full and part-time students who attended the Winter'76 term but did not register for classes for the Fall '76 term. This constituted an original mailing of approximately 1550 students. One hundred (100) questionnaires were returned as unforwardable. A postcard follow-up was mailed on 2/14/77 and the total usable responses received in time for inclusion in the analysis is 403.

PROCEDURES:

A nineteen (19) item questionnaire was developed using the NCHEMS model of an attrition questionnaire with modifications made to suit the population characteristics at DCCC. Questions 1-5 and 7-14 elicited responses which were demographic in nature. Questions 15, 17, and 18 were aimed at identifying aspects and areas of DCCC which need improvement. Question 19 concerned the students' current plans and activities. Question 6 was a short open-ended item aimed at discovering the primary reasons for leaving DCCC in his/her own words. Question 16 was a scaled item rating various reasons for not returning. Items 6, 15, 16, and 17 were most directly concerned with ascertaining negative attrition.

As stated in Objective 1, the primary purpose of this study is to determine reasons for negative attrition. Question 15 asks the respondents to choose their primary goal in attending DCCC and the degree of satisfaction of this goal. To the degree that these goals were not satisfied negative attrition exists.

ORGANIZATION OF THE REPORT:

Part 1 of the results is purely descriptive with no attempt made at inference, extraction of negative attrition, or comparison of subgroups within the respondents. The chief purpose of Part 1 is to report frequencies of responses and to suggest avenues for further analysis.

The purpose of Part 11 is to zero in on negative attrition and to attempt to identify characteristics of those who are likely to leave DCCC without reaching their stated goals.

PART 1

A. Demographic Data

Questions 1-5 and 7-14 are designed to elicit demographic information about the non-returning student. The purpose of this information is to provide for future analysis and comparison of the various subgroups of non-returning students.

Figure 1 provides a breakdown of non-returning students based on reported civil rights category. 89.6% of non-returning students reported themselves as white, other than hispanic and 3% were black/negro. These percentages do not differ significantly from the racial makeup of the entire student body during the Winter term 1976.

80.1% of the respondents were not veterans (Figure 2) and 58.8% were working on their Associate's Degree during the Winter 76 term. 34% were non-matriculated students and 6.2% were in programs leading to a certificate.

Figure 4 shows that 70.5% of the respondents withdrew from DCCC at least seven months to one year prior to this study.

35% of the non-returning students reported themselves as full-time students for their last two semesters enrolled, while 57.8% indicated that they were part-time during this period (Figure 5).

Figure 6 indicates the employment status of the respondents while they attended DCCC. 42.7% were employed 36 or more hours week and 21.3% were not employed at all while they were students.

69.5% of the respondents reported receiving no financial aid while they were students, while 12.4% received aid under the GI Bill. 8.9% reported receiving "other" aid while at DCCC.

Table 1 lists the type aid indicated by the respondents checking "other".

90.1% indicated that they were never on academic probation while at DCCC.

The responses to question 13 were graphed in Figure 8. 49.6% never changed their major while at DCCC and 39.7% never declared a major. These figures may reflect the fact that most of the respondents were part-time students and perhaps had not completed enough credits to make a decision on a major field of study, or were only interested in selected courses and not in pursuing a degree or certificate.

Over three-fourths (81.9%)of the respondents indicated that the highest degree they currently hold is a high school diploma or GED equivalency (Figure 9).

B. Evaluation of Aspects of Education at DCCC

Question 15 asked the respondents to indicate their primary reason for attending school and to rate their degree of satisfaction of this reason. Table 3 presents the results of this question. Most of the respondents initially enrolled in DCCC to complete the first two years of college in order to transfer. Since none of the respondents achieved this goal, further analysis is indicated to determine why they left prior to completing. It should be noted that only 165 of the 403 responses were usable due to either missing data or incorrect filling out of this item. Future surveys will attempt a different format to remedy this problem.

Item 16 attempted to ascertain all the reasons why a particular student might leave school and the extent that each of these reasons was in operation in the respondent's decision to leave DCCC. These reasons were divided into four major categories: academic, employment, financial, and personal circumstances. A single reason category "other" was included, and the respondent was asked to specify a reason if it was not included in the question. In all, 25 possible reasons were presented from which the respondent could choose. Figures 10-35 graphically represent each of these choices and degree to which each was a reason for those selecting that response. Table 5 is a summary of the self reported reasons for leaving DCCC elicited by Question 6.

The respondent's evaluation of other aspects of DCCC was elicited by Question 17. Figures 36-60 represent these evaluations.

Item 18 asked the respondents to choose three factors from the list in Question 17 which, if changed for the better, would have most encouraged the respondents to stay at DCCC. Respondents were asked to list these in their order of importance. These

cannot be considered causes of negative attrition but can be identified as possible contributors which warrant further analysis. Table 4 lists the five areas in which students perceive a need for improvement and their ranks.

The final item sought information about the current activities of non-returning students. Figures 61 and Table 6 present the results.

Respondents were urged to make comments and recommendations concerning the survey or any aspect of DCCC on the reverse side of the instrument.

Fifty nine (59) respondents included comments. The most prevalent comment was that the respondent enjoyed DCCC and would return at some future date.

Recommendations included the suggestion that more night courses be offered and that course offerings both night and day be increased to help working students enroll for more courses and complete degrees at night.

Respondents also felt that scheduling, counseling and Veteran's counseling could be improved.

Only one student felt that instruction was poor; however, many felt that the variety of courses could be increased.

TABLE 1

Other Types of Financial Aid

	N	Percentage
Basic Opportunity Grant	15	34.09
Employer Reimbursement	12	27.27
General Building Contractors Association	7	15.90
Social Security	4	9.09
Parental Aid	2	4.54
Law Enforcement Loans and Grants	1	2.27
Public Assistance	1	2.27
Other not specified	2	4.54
	44	

TABLE 3

Primary Reason for Attending School

% OF TOTAL 165) CHOOSING REASON AS PRIMARY	REASON	DEGREE OF SATISFACTION (%) VERY MUCH	QUITE A BIT	SOME WHAT	NOT AT ALL
4.7	To complete deficiencies in order to transfer	47.4	15.8	31.6	5.3
2.7	Employment required some course work	36.4	27.3	27.3	9.1
14.4	To complete first two years of college in preparation for transferring to a four-year college	22.4	37.9	27.6	12.1
.2	To complete high school	100.0	--	--	--
4.9	To upgrade my skills	35.0	35.0	30.0	--
4.4	To learn a new skill	33.3	38.9	16.7	11.1
6.4	For personal enrichment, fun, achievement, etc.	53.8	30.8	15.4	--
1.4	To prepare for a professional examination, ie., real estate, nursing, etc.	33.3	33.3	16.7	16.7
1.4	Other	83.3	16.7	--	--

TABLE 4

Factors If Changed That Would Influence Students to Stay at DCCC

Factors	Rank 1	2	3
Counseling/Guidance Services	X	X	
Scheduling of Classes	X	X	X
Course Content in Major Field	X	X	X
Academic Advising Services		X	
Relevance of Major Field to Career Goals			X

Table 5

Reasons For Leaving DCCC

Reason	N	Percentage
Home/work obligations too time consuming	54	12.24
Transferred to another institution	99	22.44
Moved	40	9.07
Financial problems	45	10.20
Course effecting scheduling problems	32	7.25
Only interested in selected courses	29	6.57
Veterans benefits ran out	19	4.30
Personal Problems	21	4.76
Unsure of Goals	13	2.94
Major not at DCCC	10	2.26
Pregnancy	13	2.94
To obtain work experience	13	2.94
Got married	9	2.04
Poor teaching at DCCC	8	1.81
Bored with school	9	2.04
Poor Grades	7	1.58
No transportation	3	.68
Needed time off from studies	4	.90
Unable to obtain credits needed to transfer	4	.90
Changed Goals	2	.45
No social life at DCCC	2	.45
	441	

Table 6

Institutions now attending or planning to attend
(self-reported)

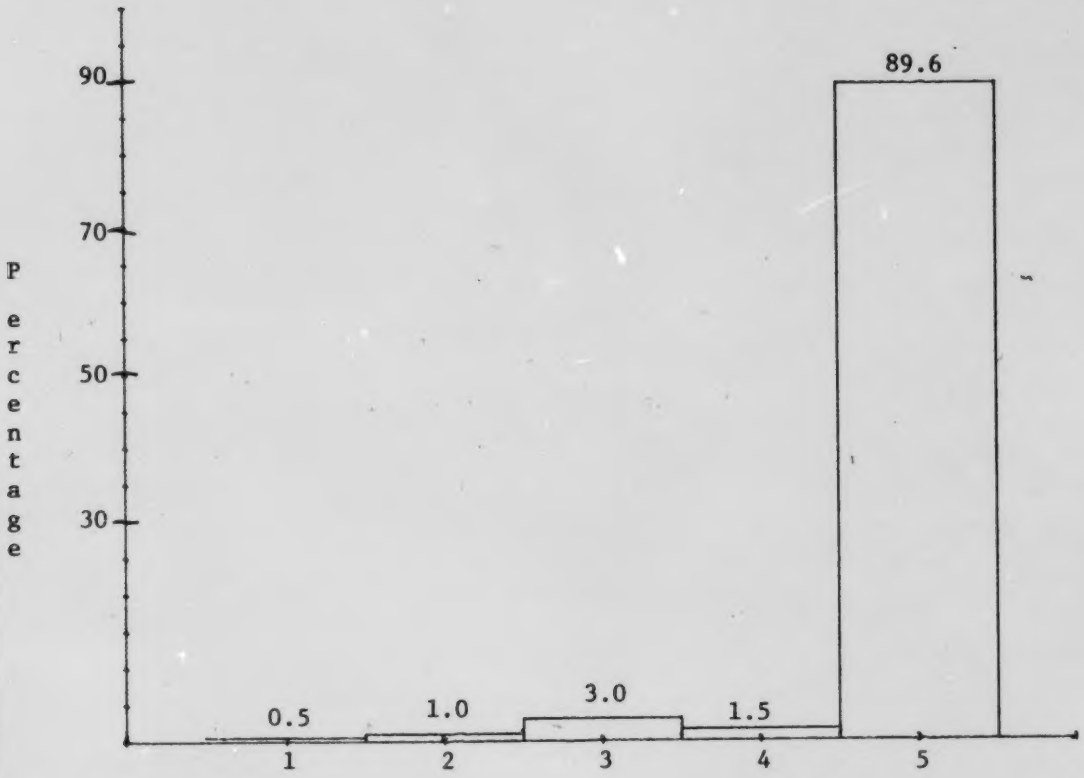
Institution	N	Percentage
DCCC	65	28.13
Out of State Institutions	34	14.71
West Chester State College	26	11.25
Nursing School	15	6.49
Temple	15	6.49
St. Joseph College	8	3.46
Phila.College of Textiles & Science	3	1.29
University of Pennsylvania	5	2.16
Drexel University	4	1.73
Penn State	11	4.76
East Stroudsburg State	3	1.29
Villarova University	7	3.03
Our Lady of Angels	4	1.73
Widener College	8	3.46
Correspondence School	2	.86
Other	21	9.09
	231	

FIGURES 1 - 9

Demographic Data

FIGURE 1

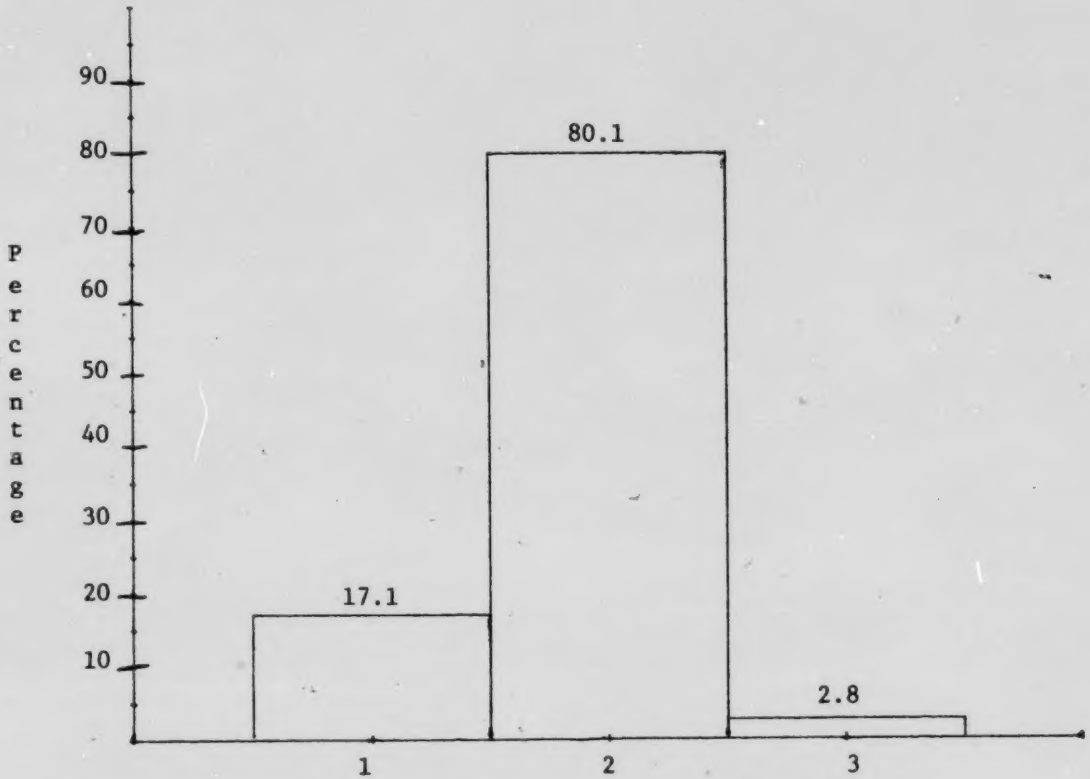
Civil Rights Category of Non-Returning Students



1. American Indian or Alaskan Native
2. Asian or Pacific Islander
3. Black/Negro
4. Hispanic
5. White, other than Hispanic

FIGURE 2

Percentage of Veterans Who Are Non-Returning Students



1. Veteran
2. Non-Veteran
3. No response

FIGURE 3

Percentage of Non-Returning Students Enrolled in Each Type of Program

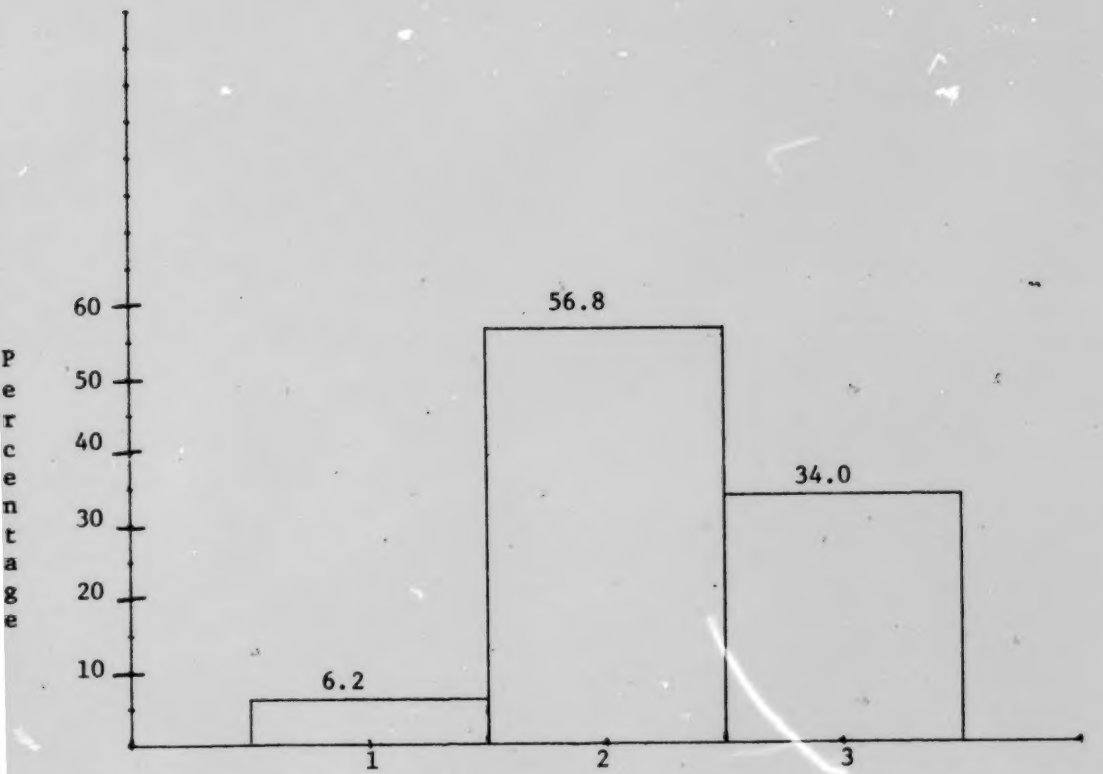
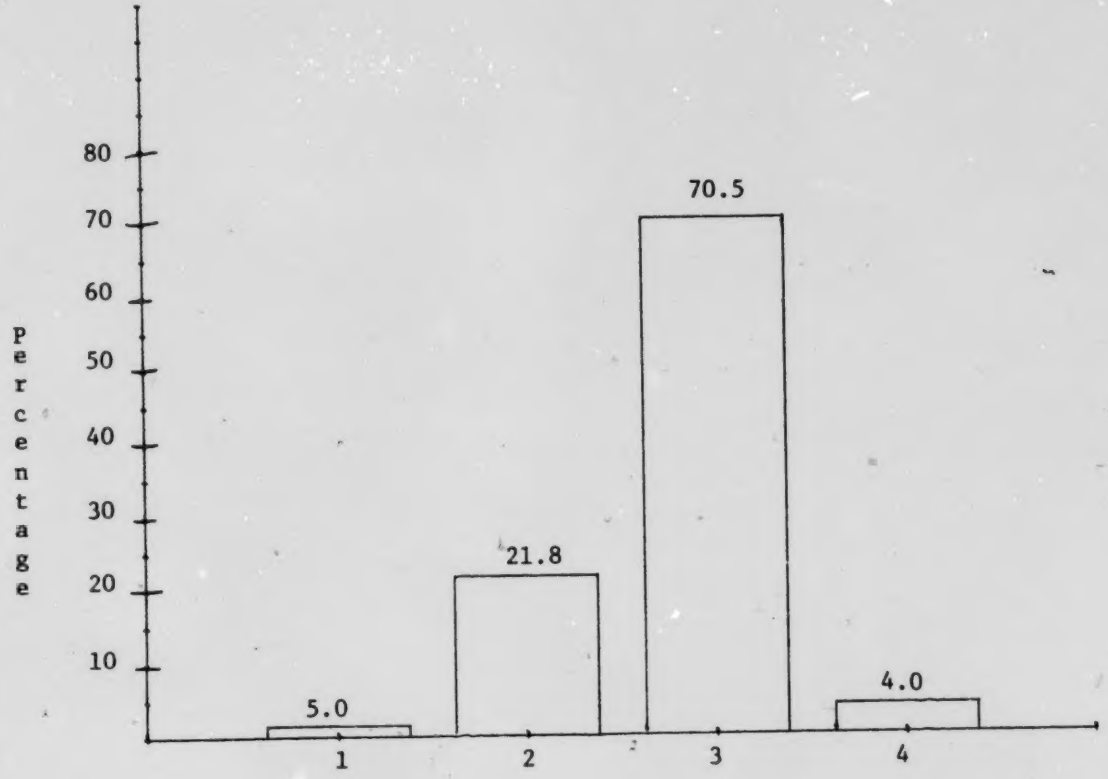


FIGURE 4

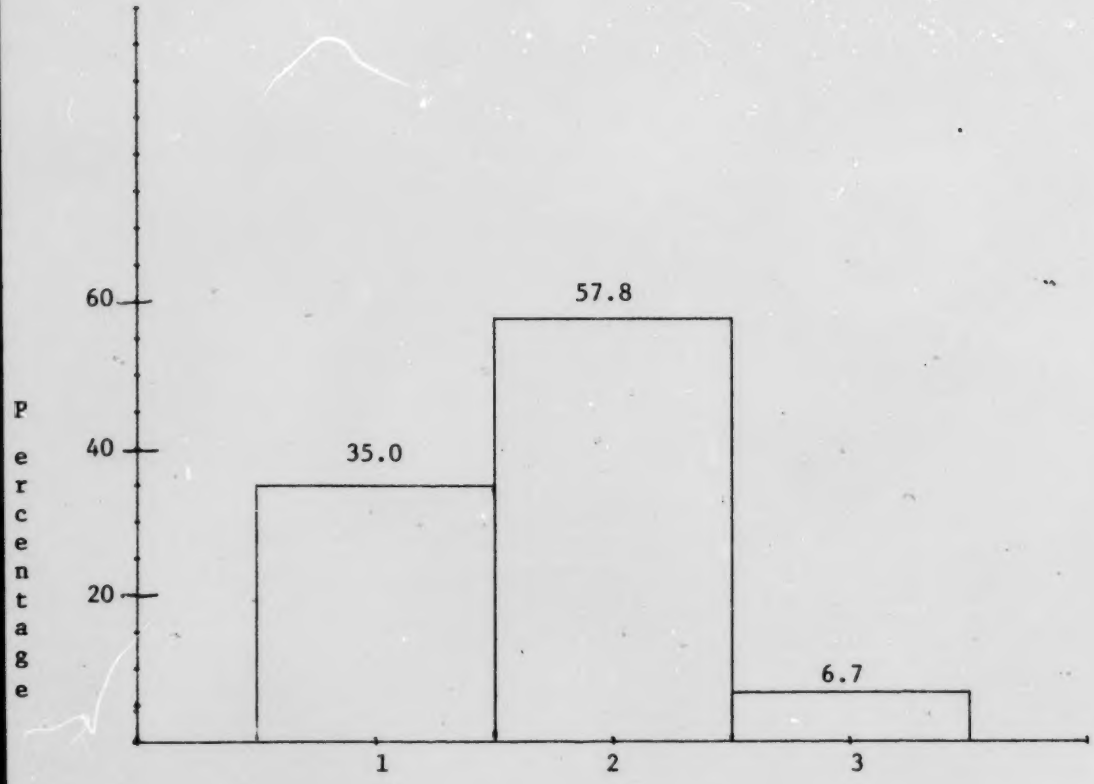
Months Since Withdrawing



1. One month or less
2. 2-6 months
3. 7 months to one year
4. More than one year

FIGURE 5

Characteristics of Enrollment of Non-Returning Students



During last two semester

1. Full-time only
2. Part-time only
3. Both full- and part-time

FIGURE 6

Employment Status of Non-Returning Students

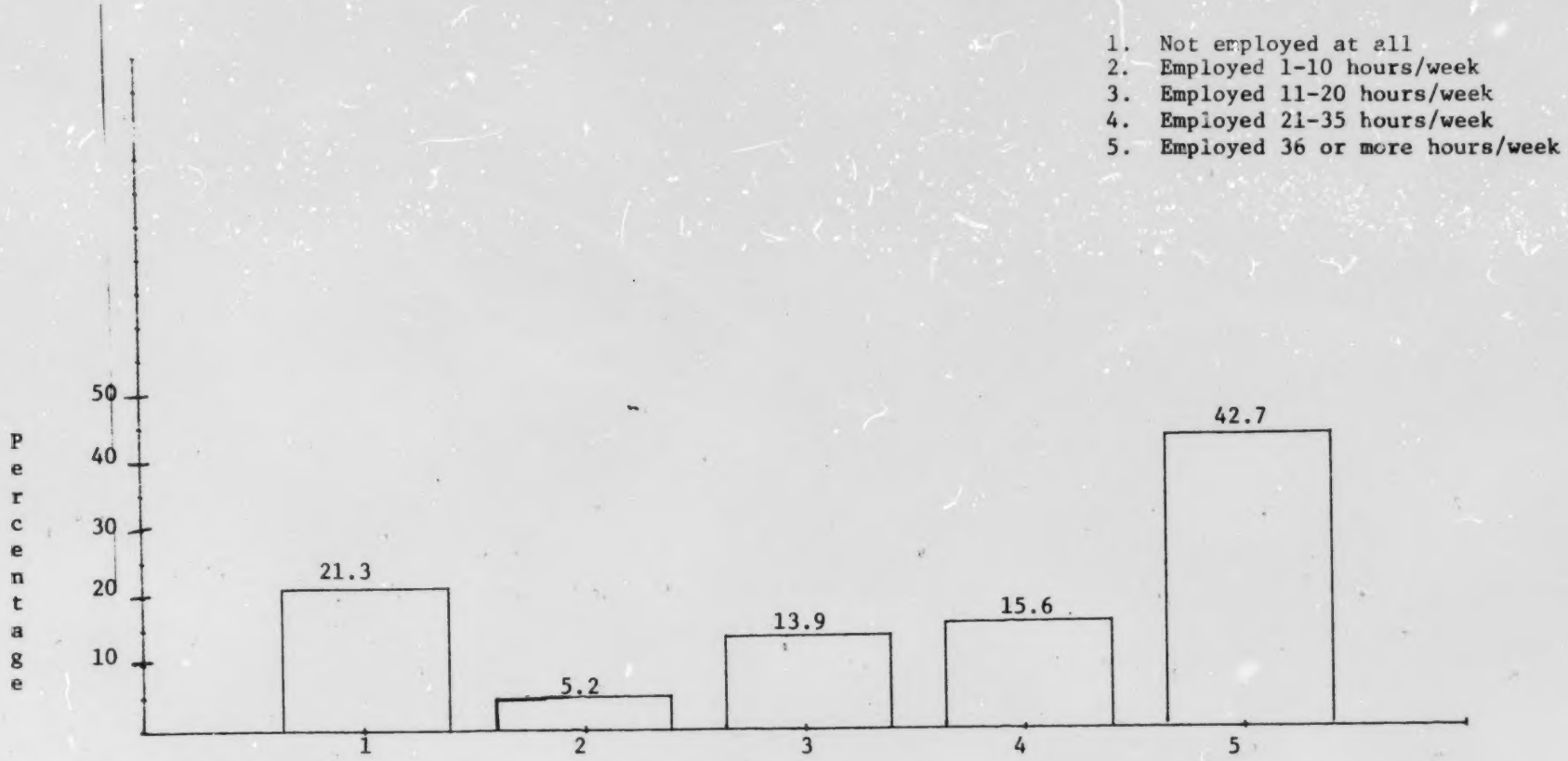


FIGURE 7

Types of Financial Aid Received by Non-Returning Students

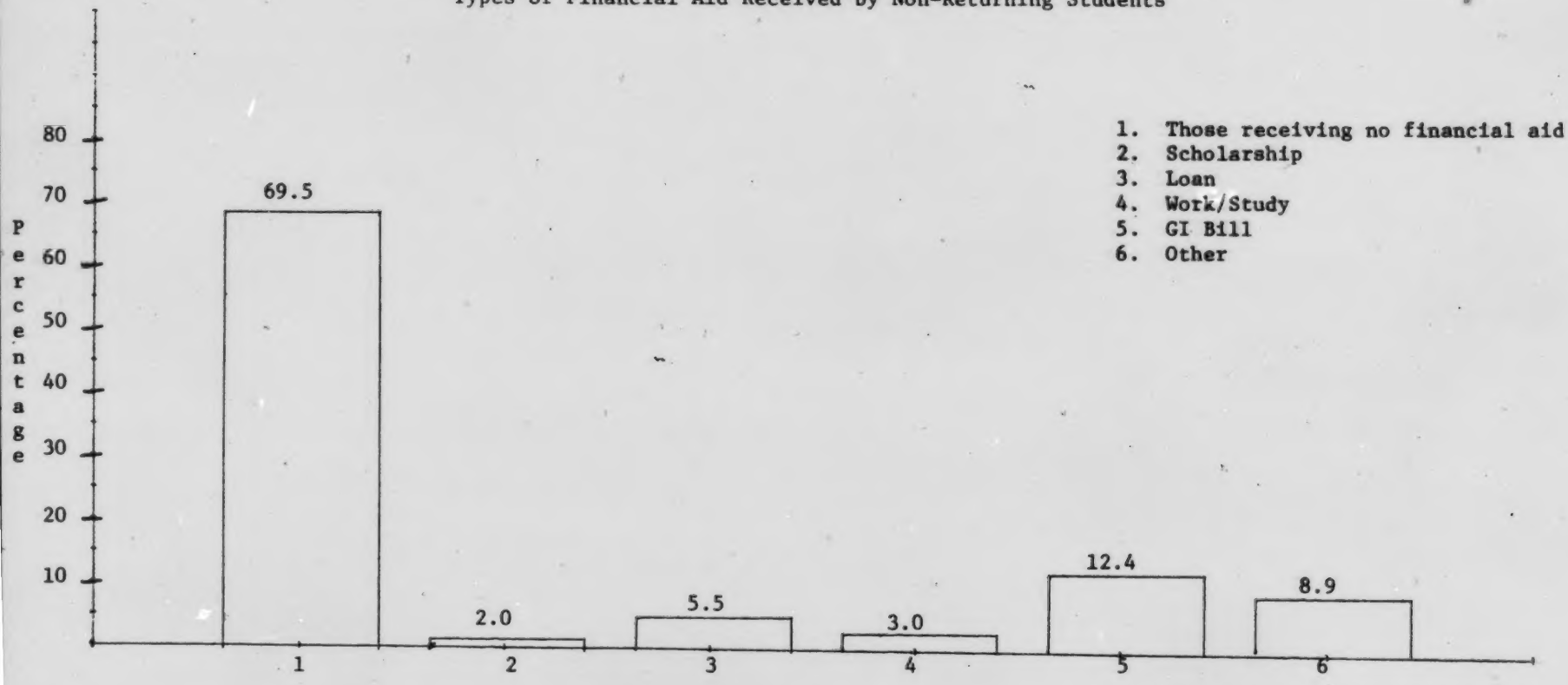
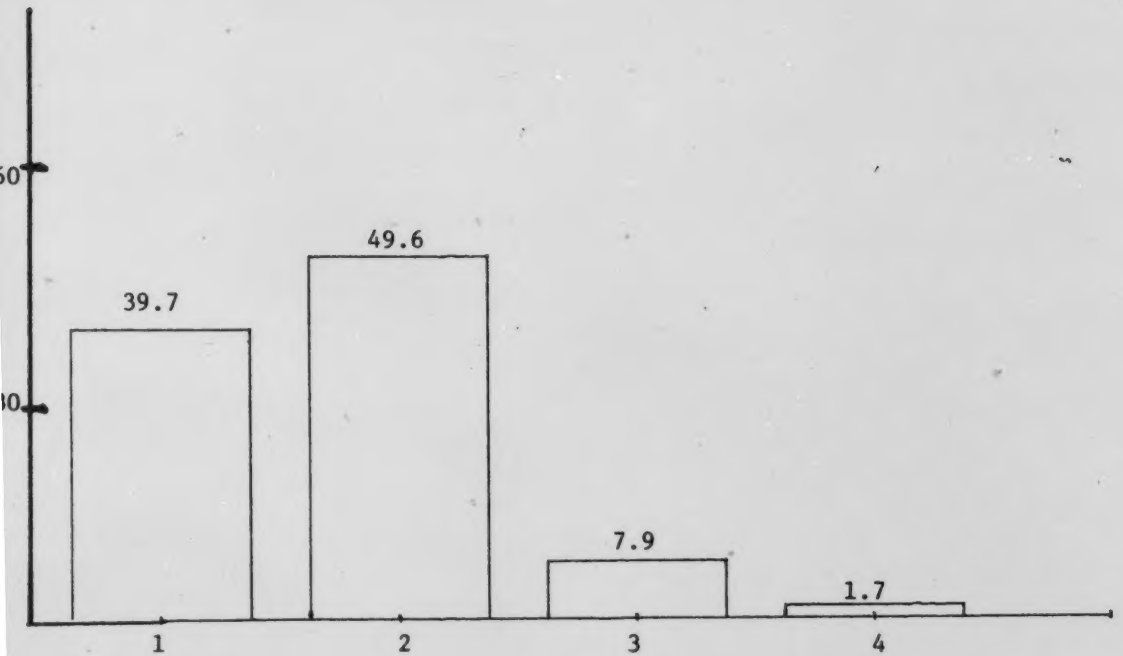


FIGURE 8

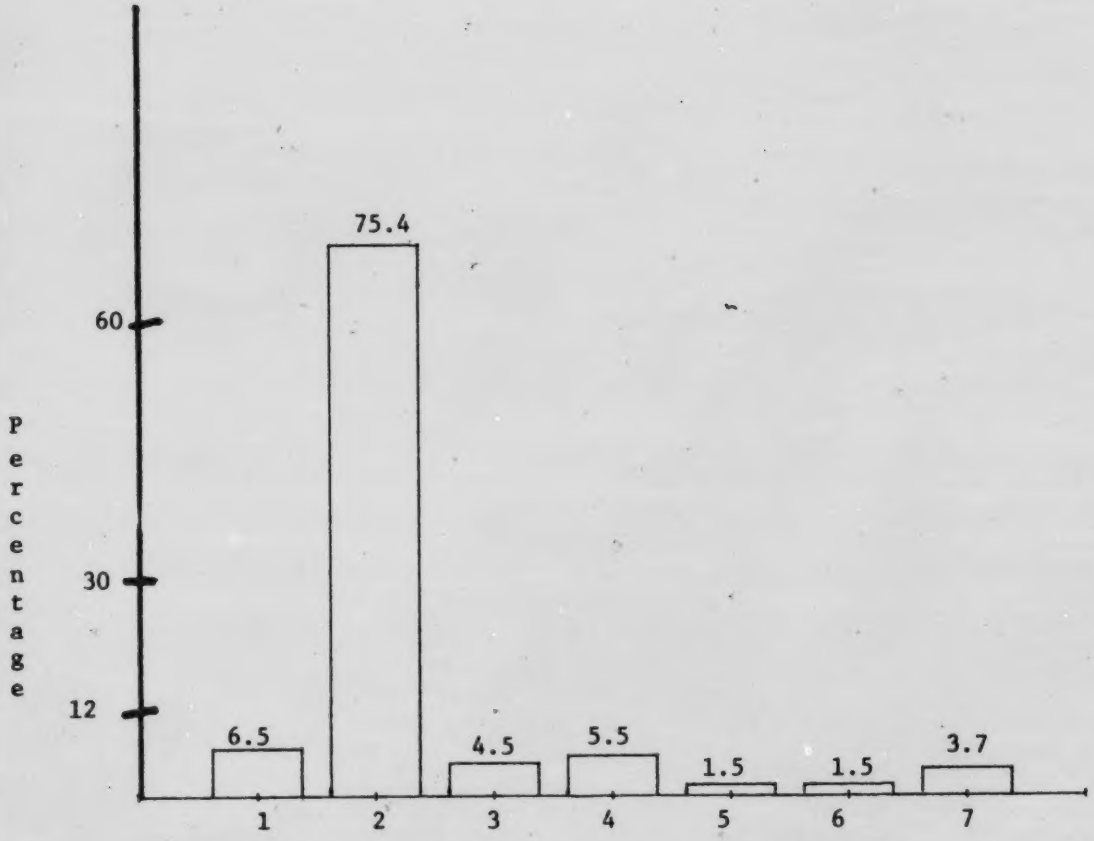
Percentage of Non-Returning Students
Who Changed their Major While at DCCC



1. Never declared major
2. Never changed major
3. Changed major one time
4. Changed major more than once

FIGURE 9

Highest Level of Education for Non-Returning Students



1. GED Equivalency
2. High School Diploma
3. Associate's Degree
4. Bachelor's Degree
5. Master's Degree
6. Professional Degree
7. No degree or diploma

FIGURES 10 - 35

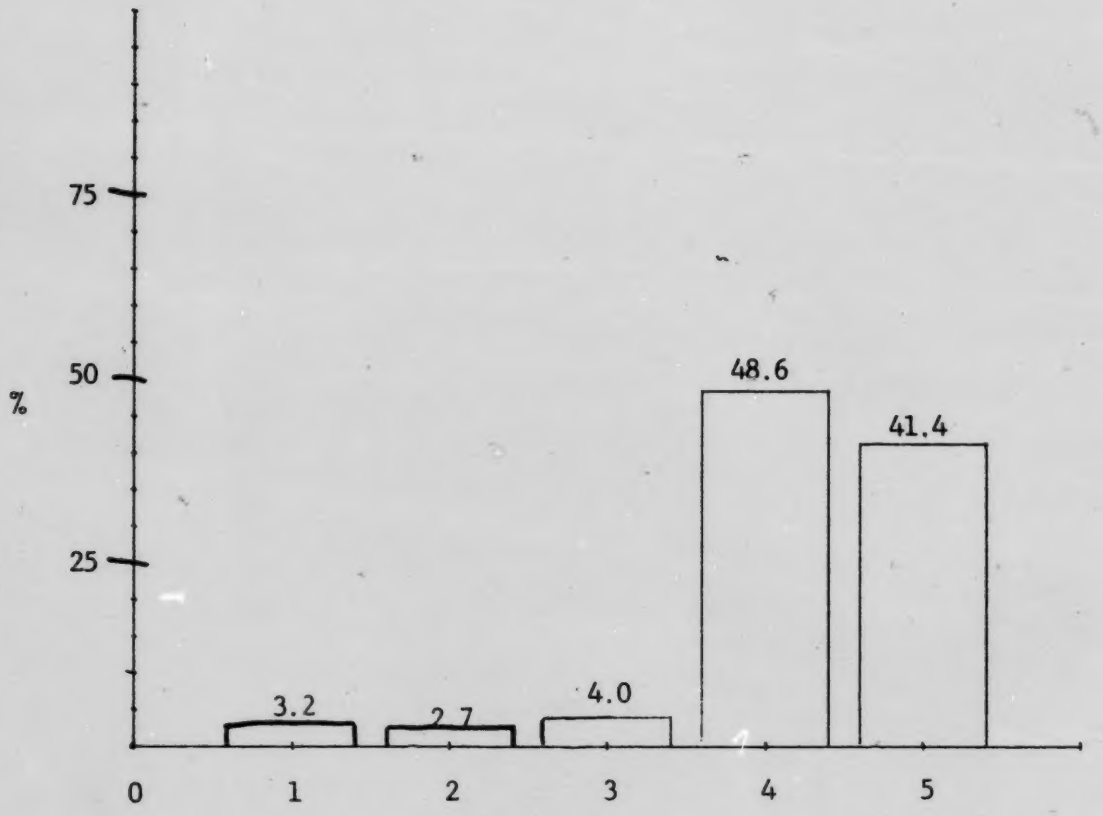
Reasons for Leaving

Delaware County Community College

Responses to Scaled Items

Figure 10

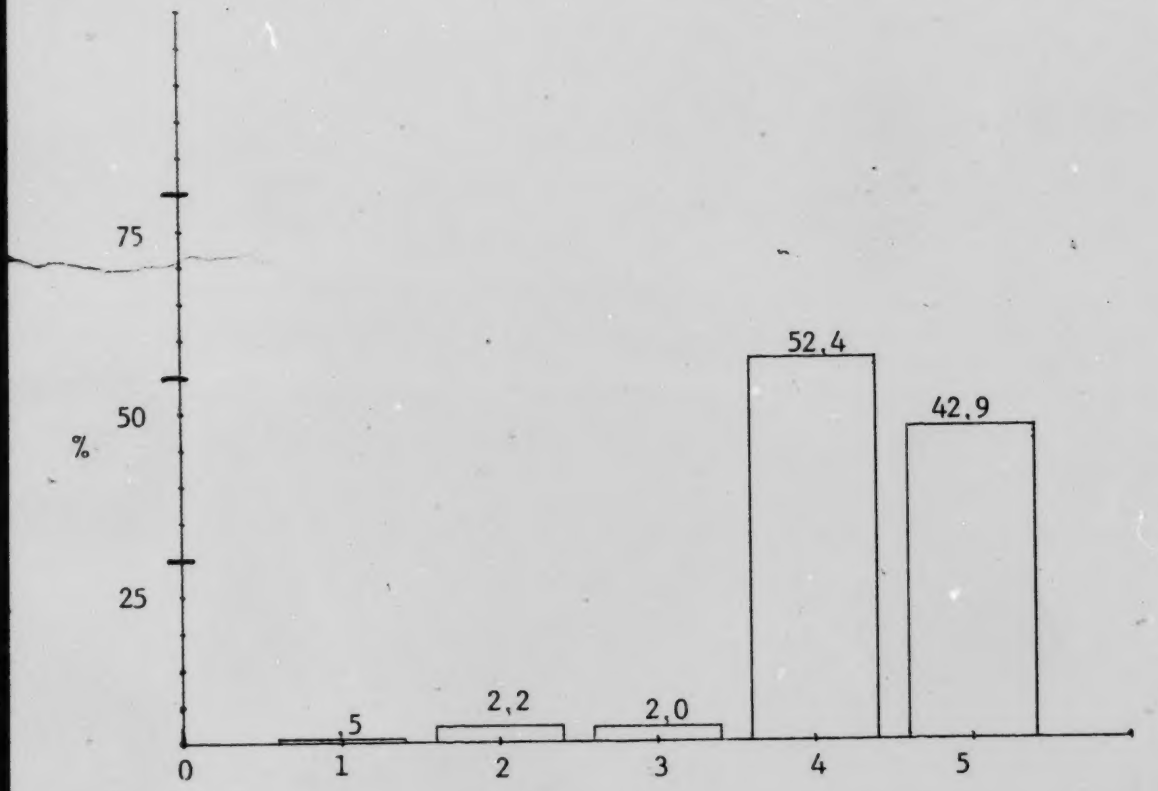
Reason for leaving DCCC: Low grades



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 11

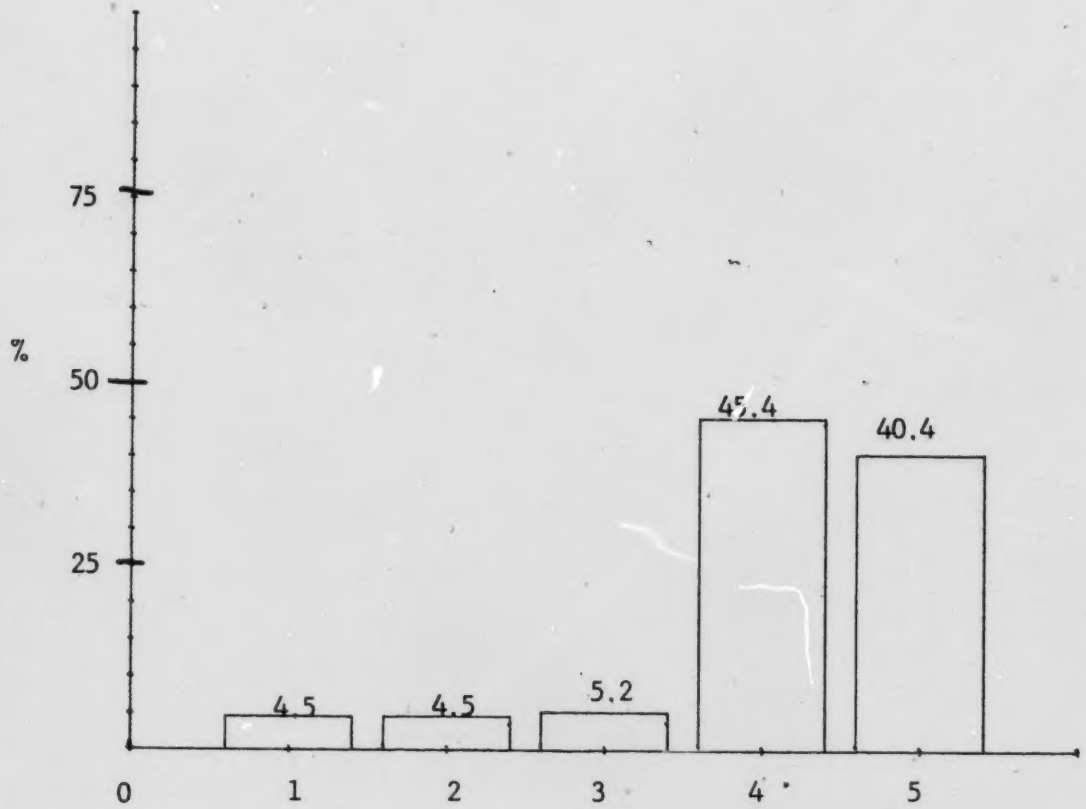
Reason for leaving: Found courses too difficult



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 12

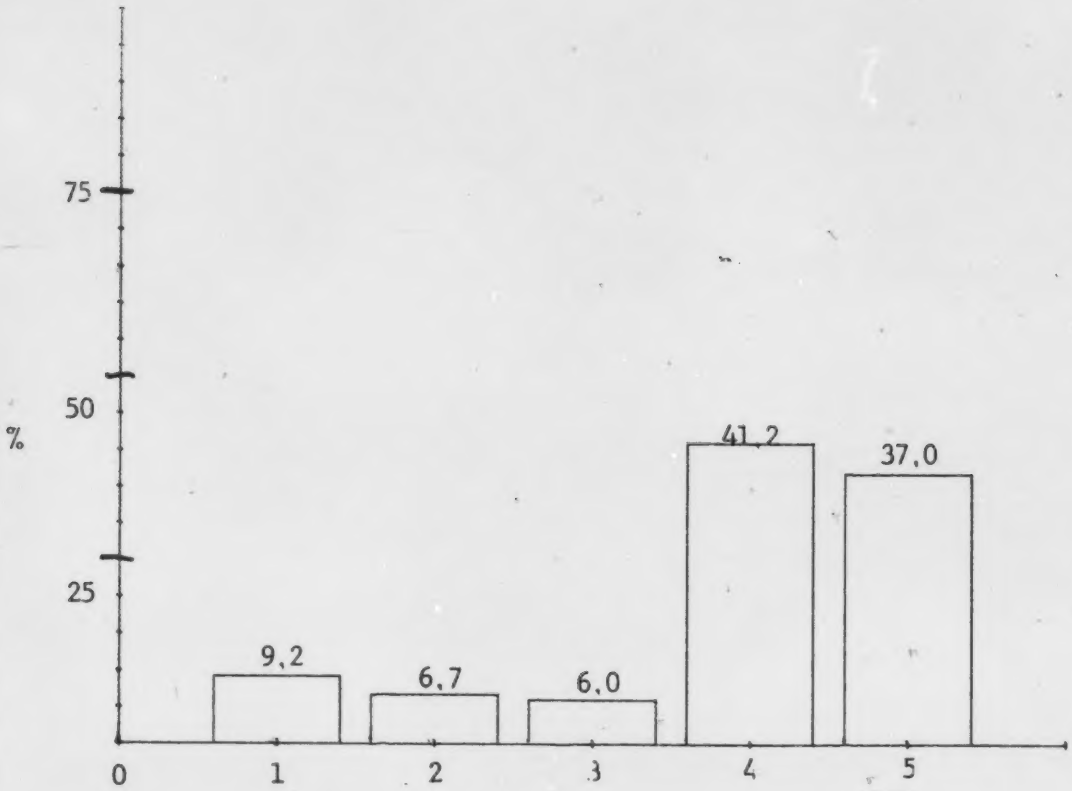
Reason for leaving: Inadequate study techniques or habits



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 13

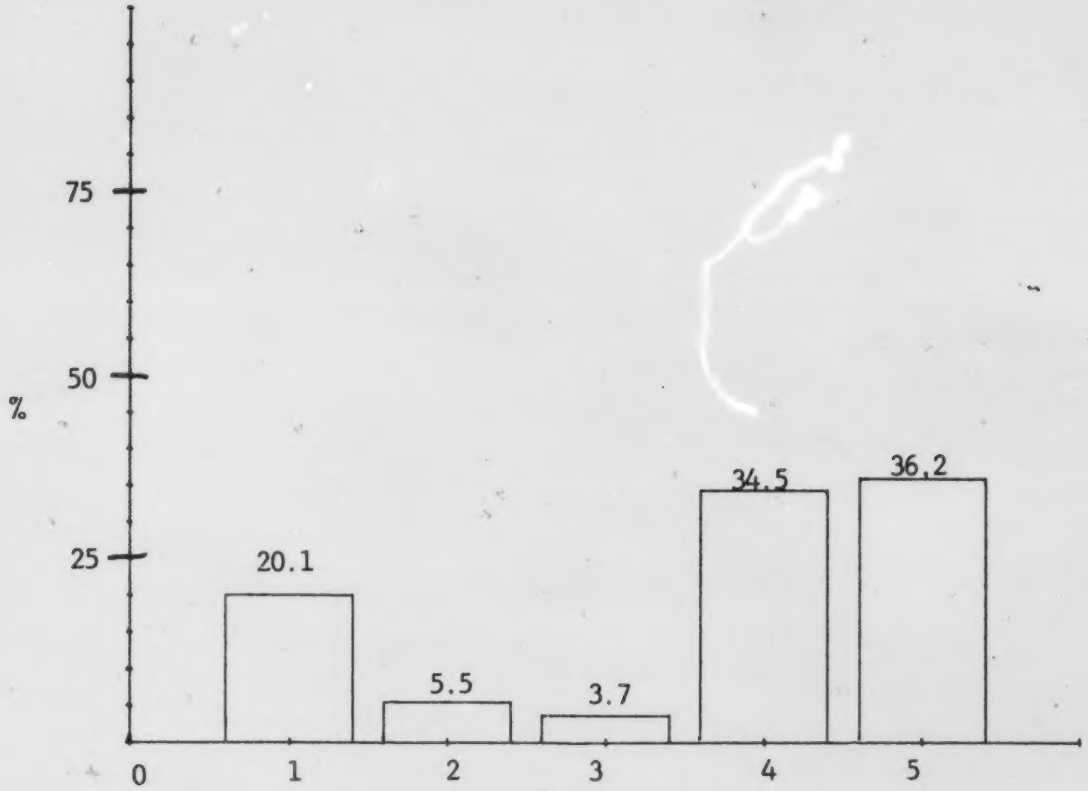
Reason: Needed a temporary break from studies



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 14

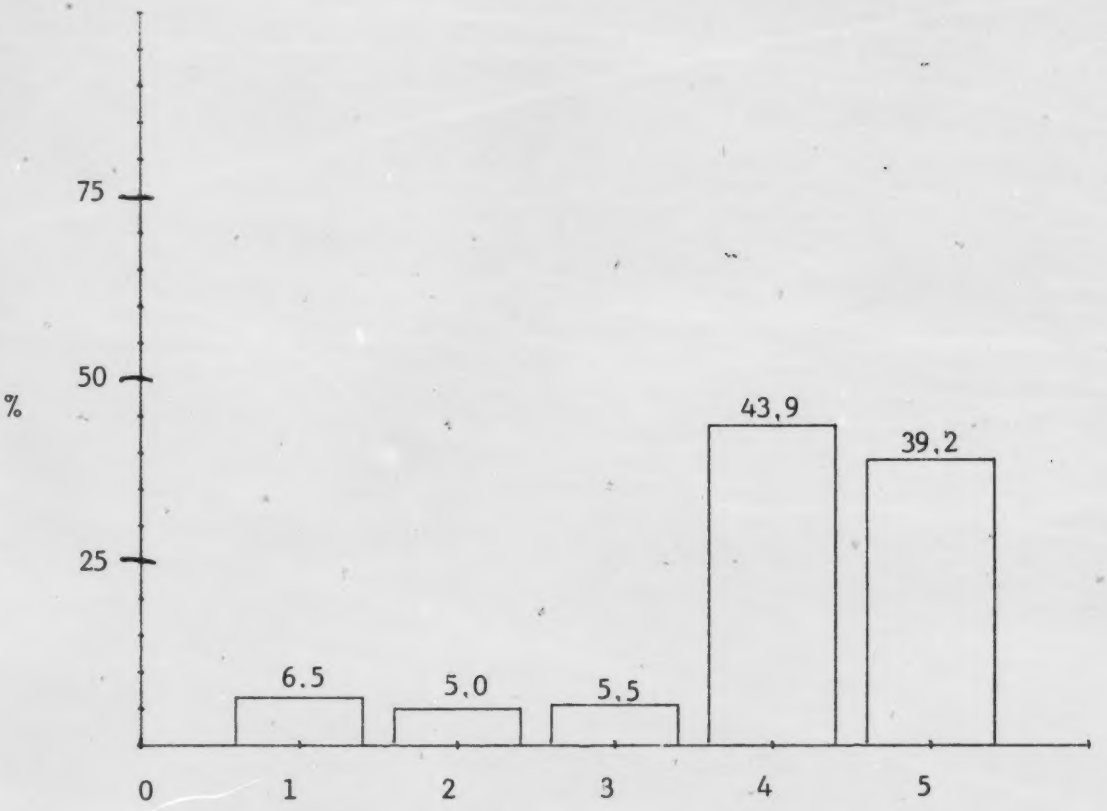
Reason for leaving: Major courses not available at this school



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 15

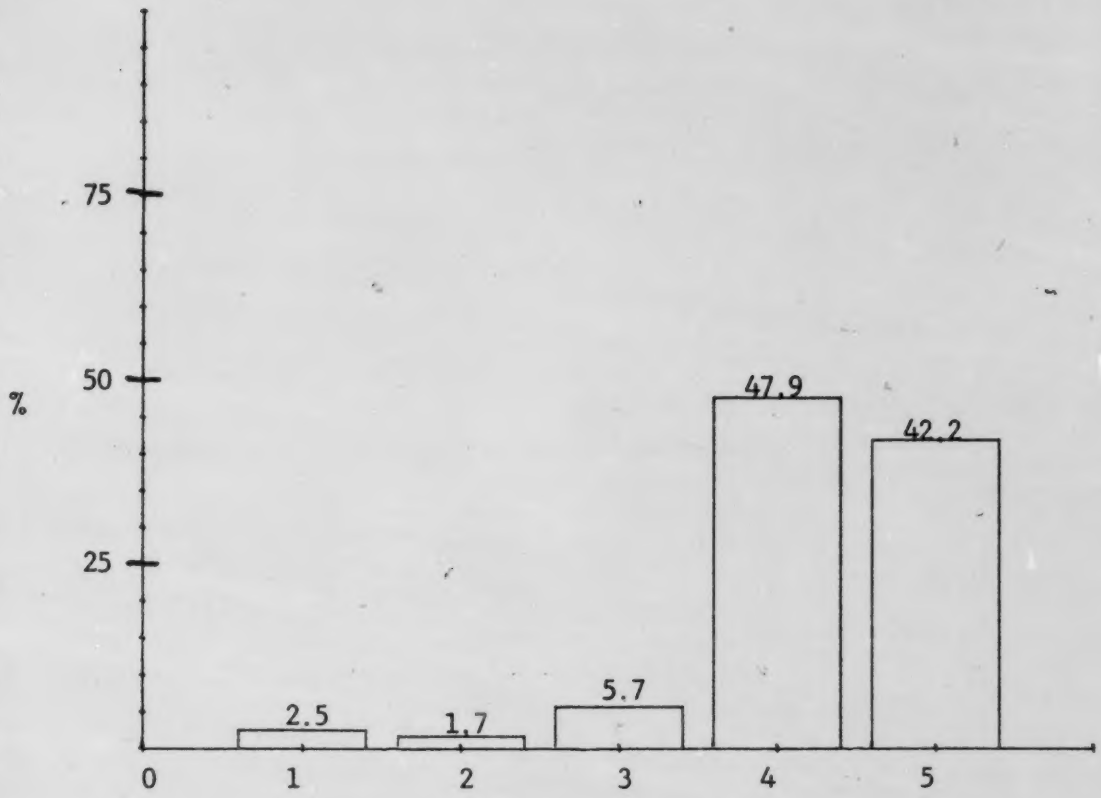
Reason for leaving: Unsure of Major and needed to leave school to decide on possible career.



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 16

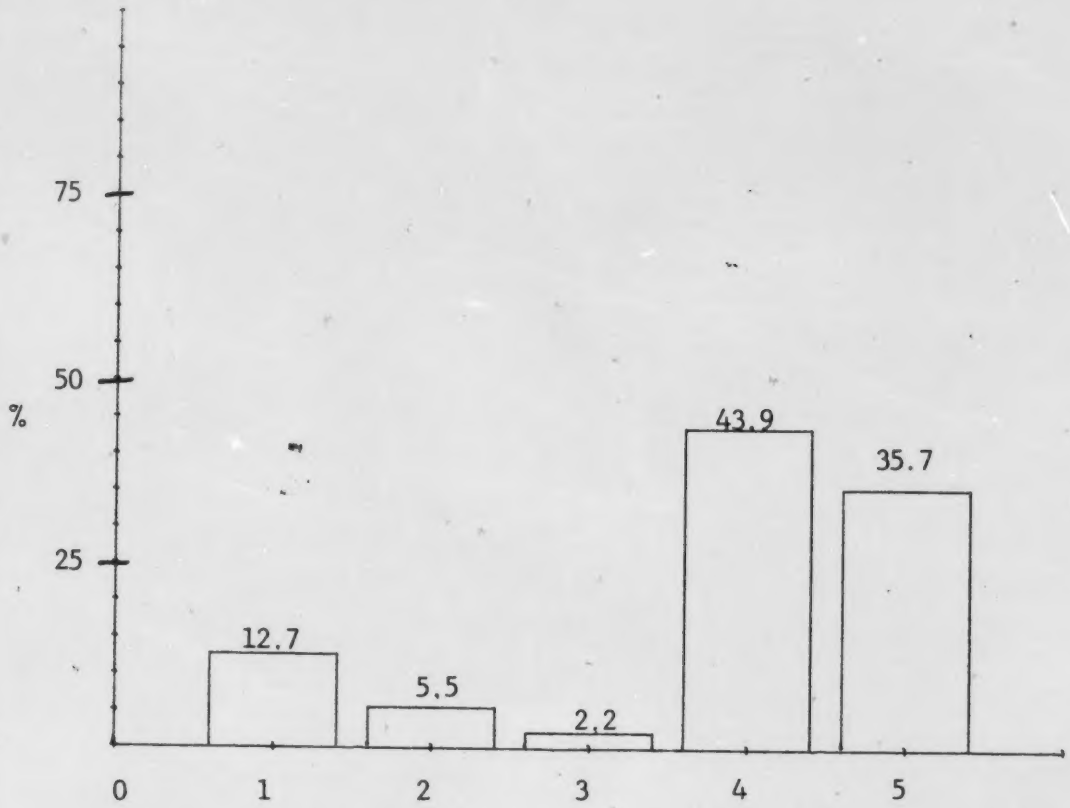
Reason for leaving: Course work not challenging



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 17

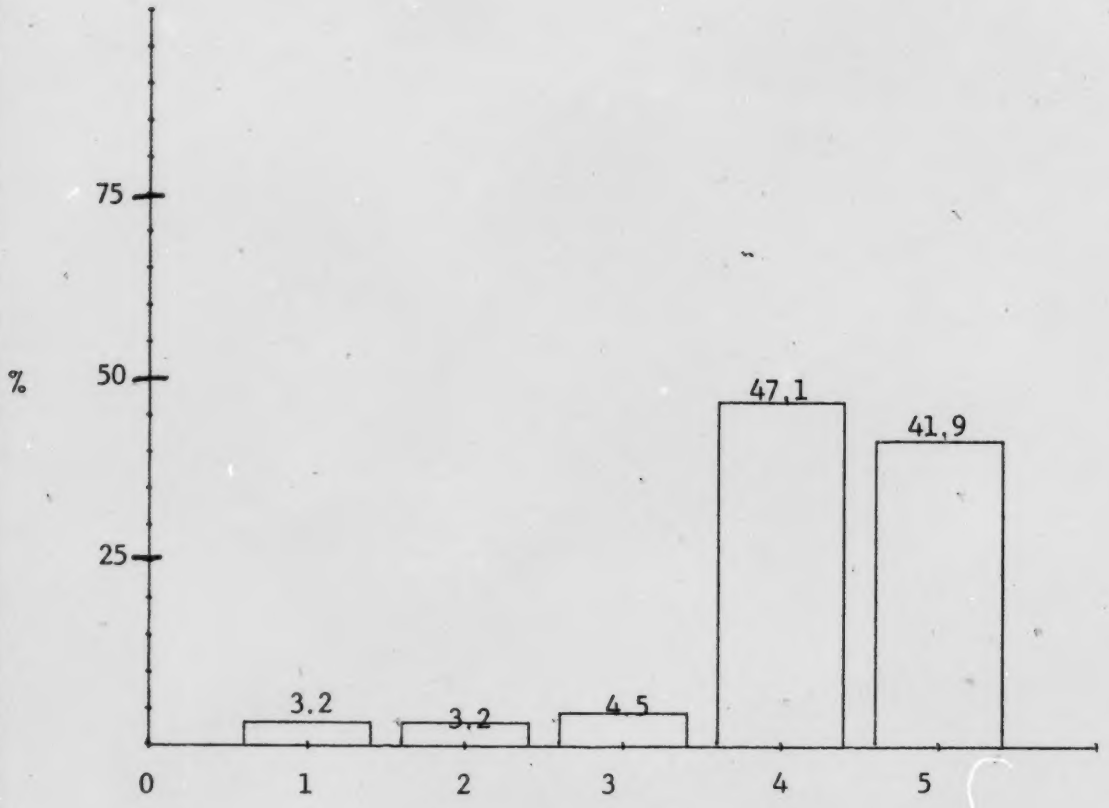
Reason for leaving: Learned what I came to learn



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 18

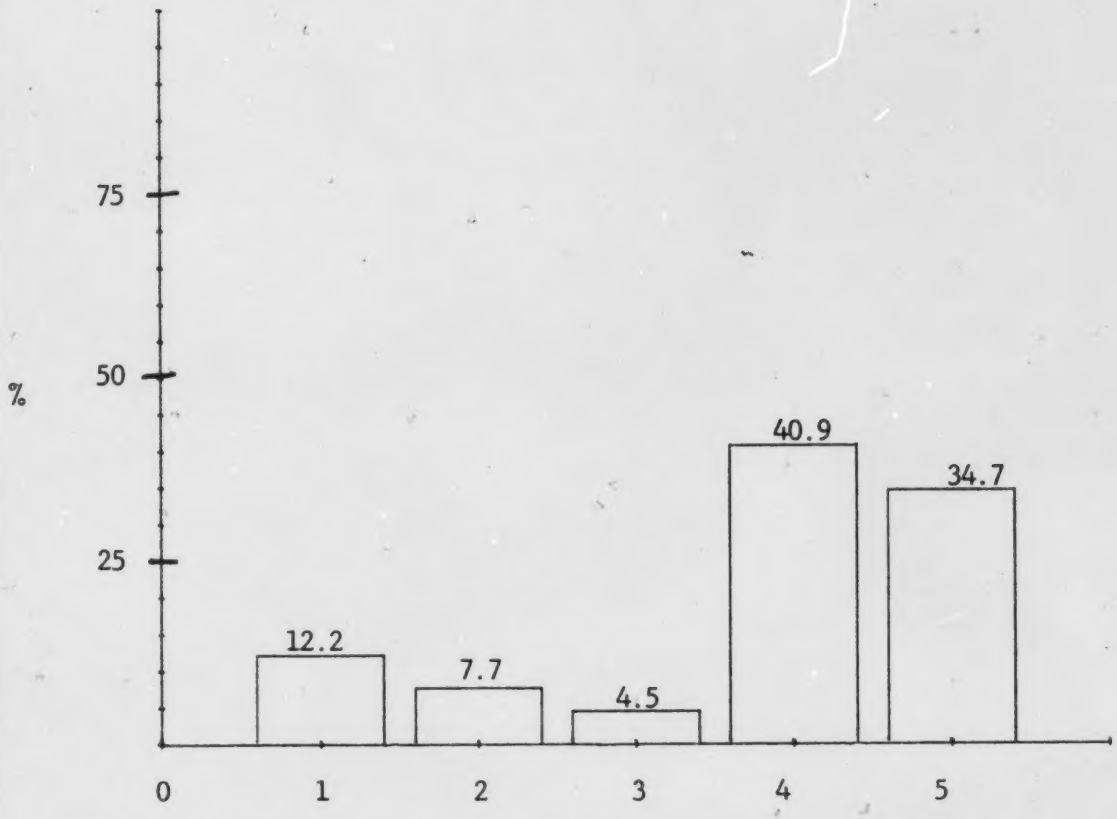
Reason for leaving: Dissatisfaction with major department



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 19

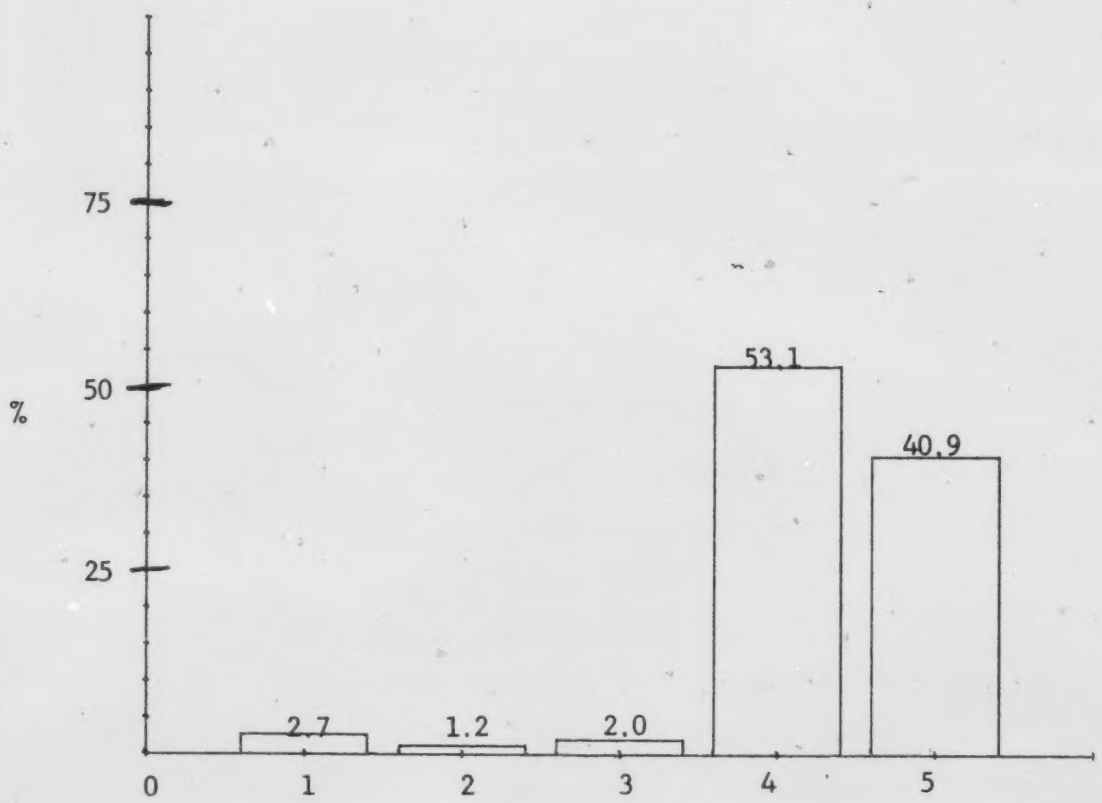
Reason for leaving: Conflict between job and studies



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 20

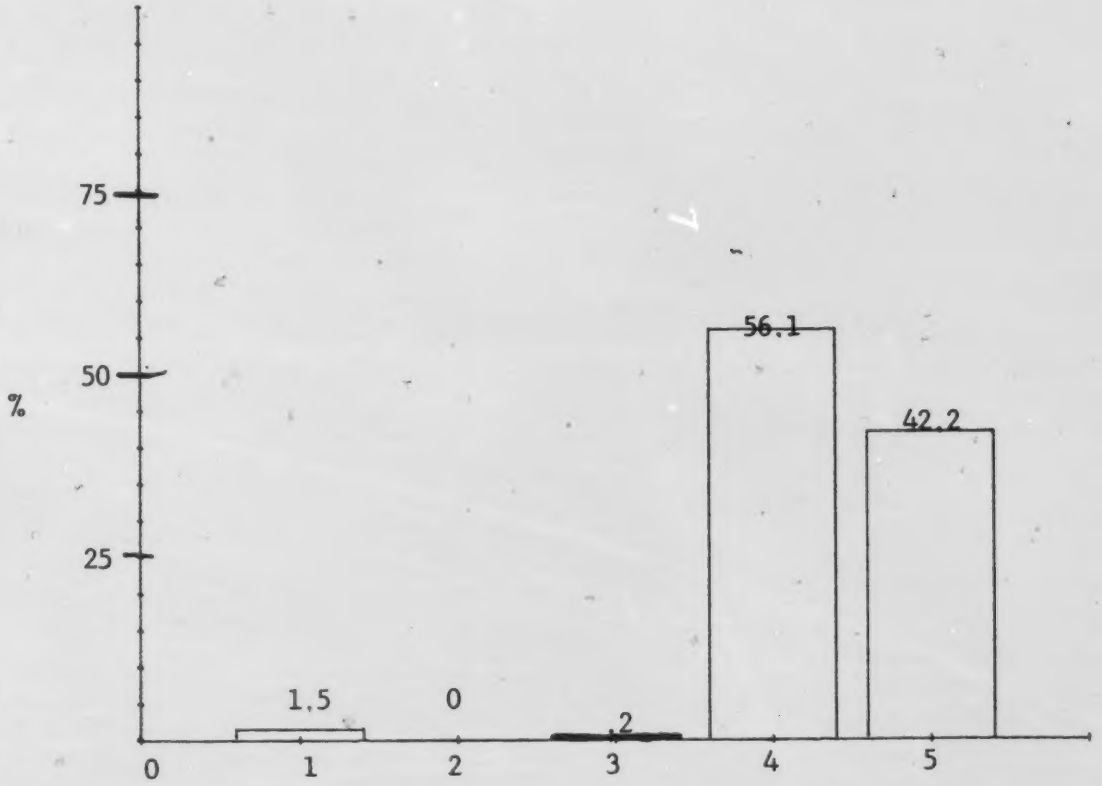
Reason for leaving: Accepted a job and didn't need more school



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 21

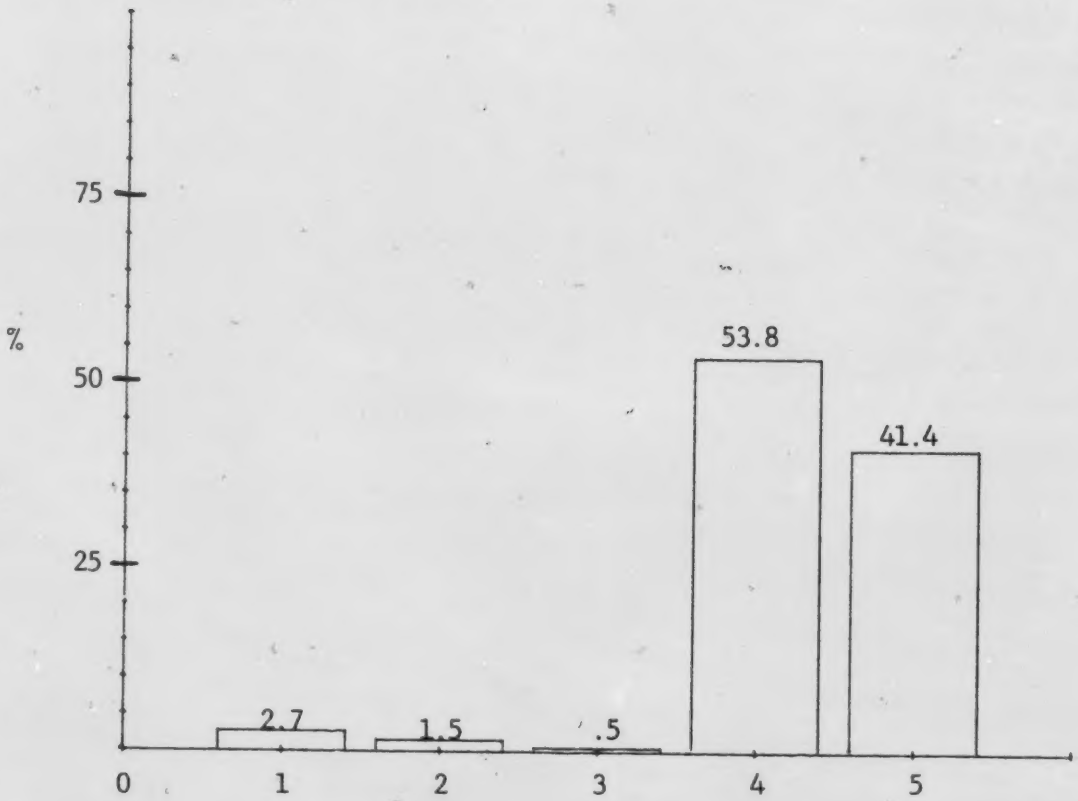
Reason for leaving: Went into Military Service



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 22

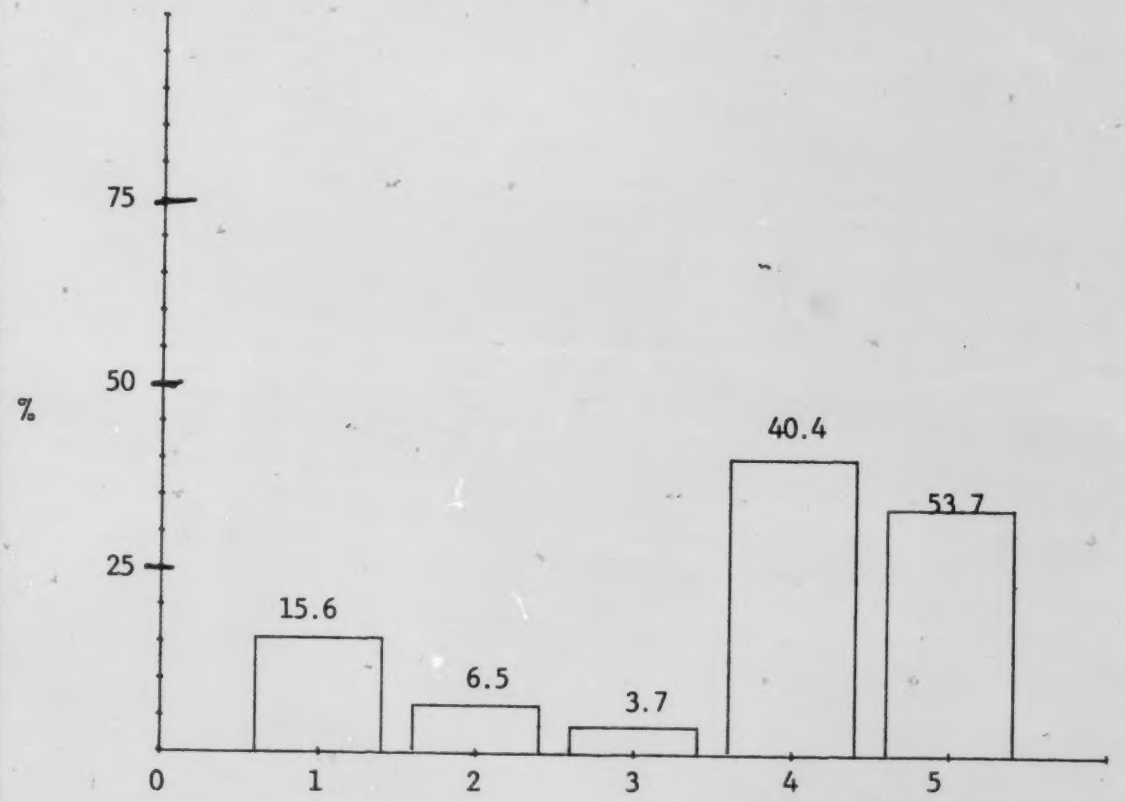
Reason for leaving: Couldn't find a job



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 23

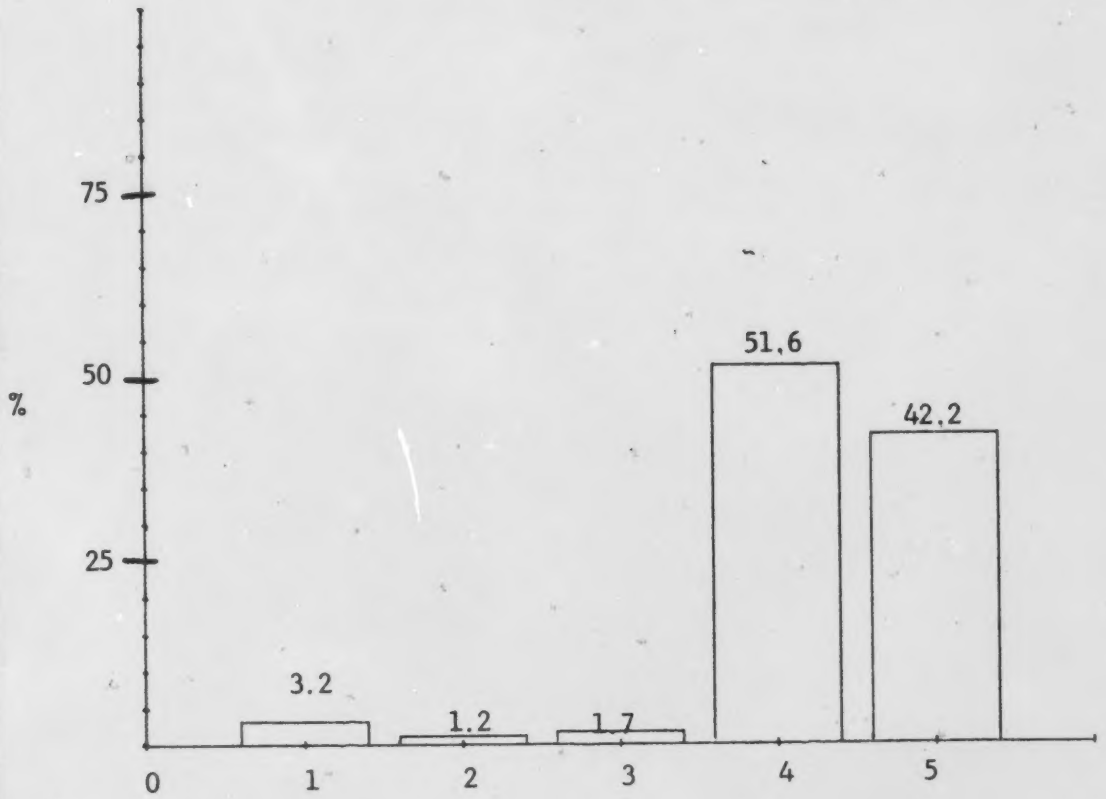
Reason for leaving: Not enough money to go to school



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 24

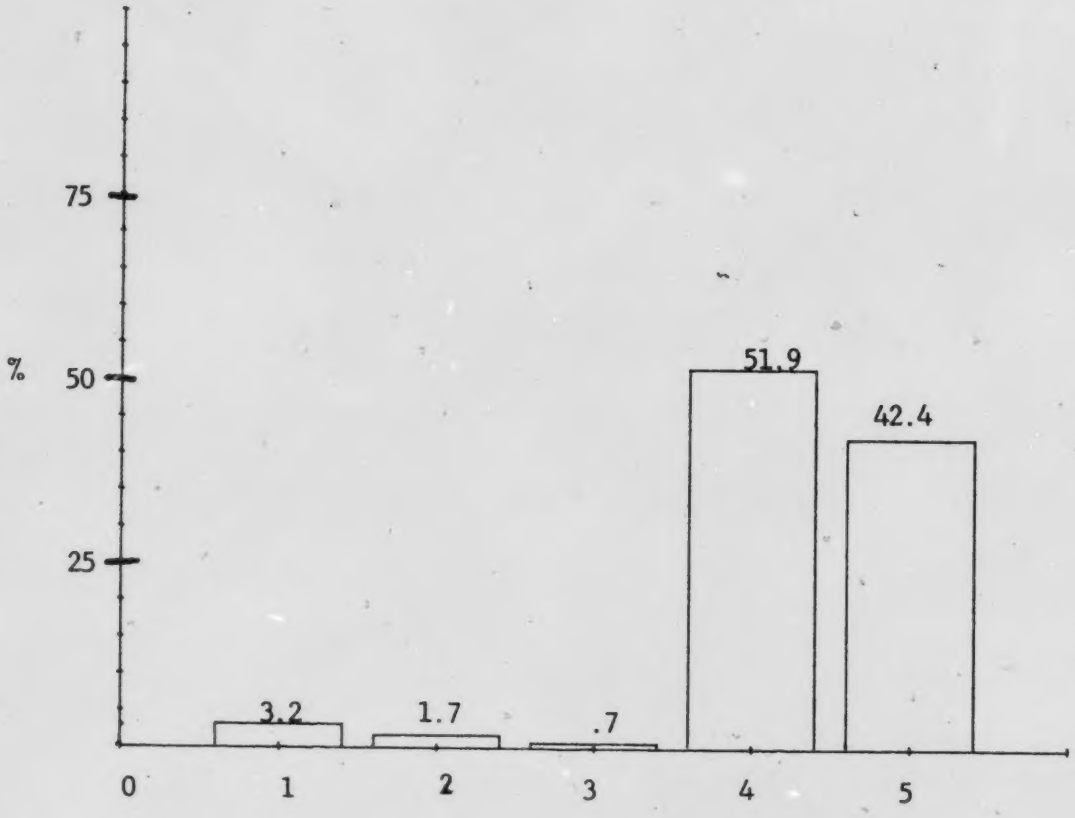
Reason for leaving: Applied but could not obtain financial aid



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 25

Reason for leaving: Financial aid was not sufficient



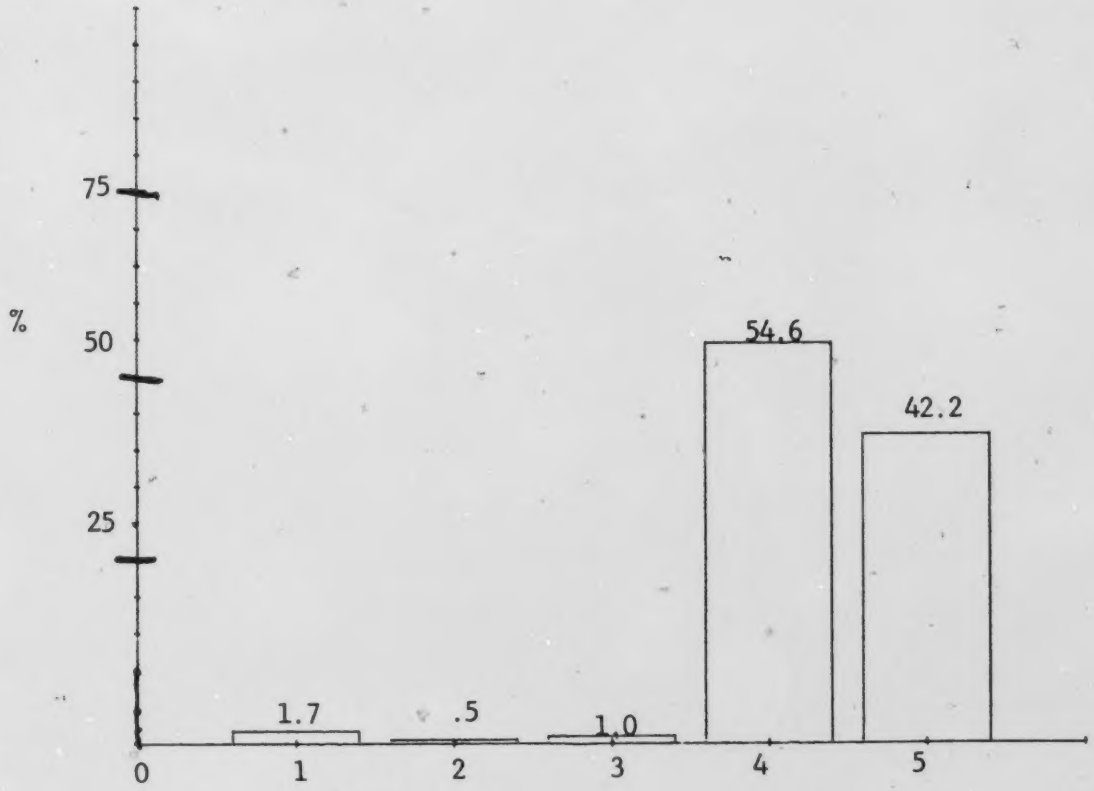
1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

63

64

Figure 26

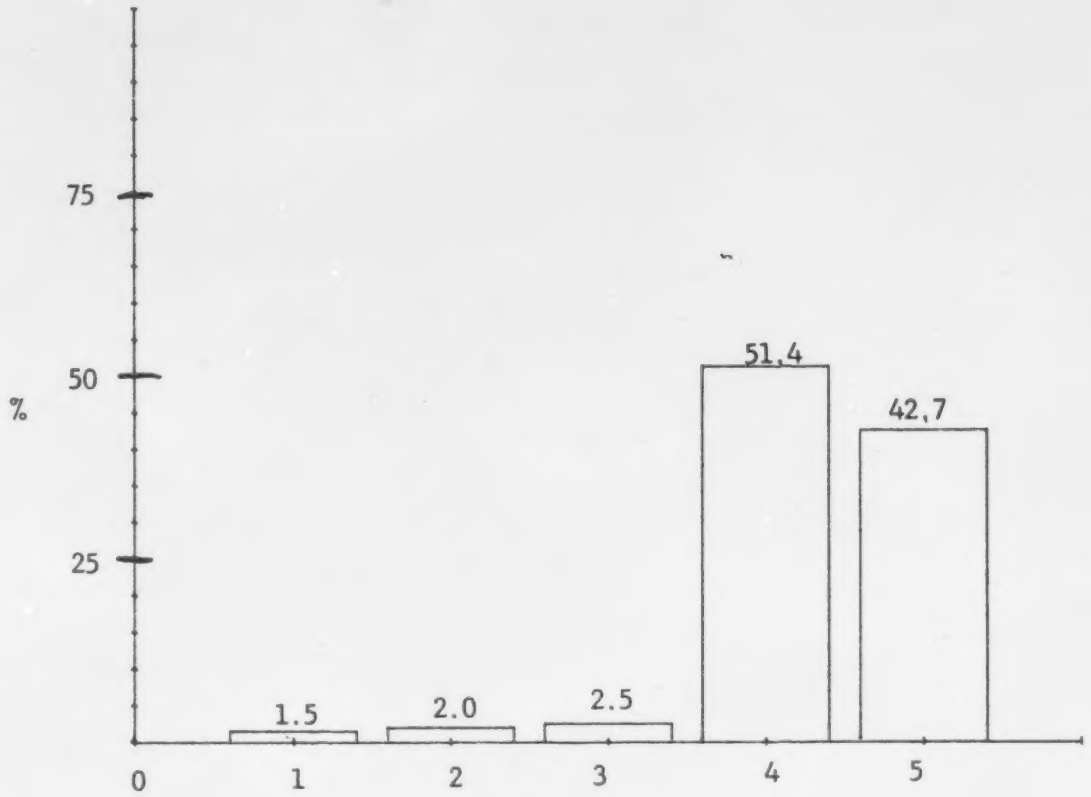
Reason for leaving: Child care not available or too costly



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 27

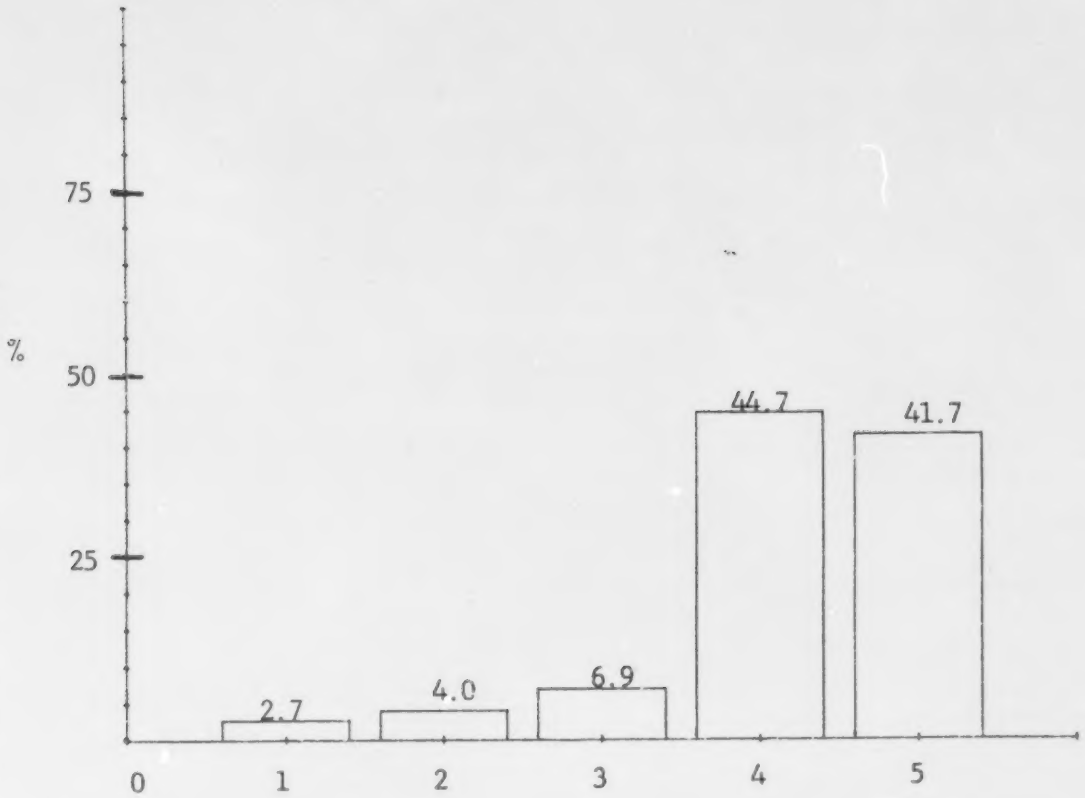
Reason for leaving: This school too expensive



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 28

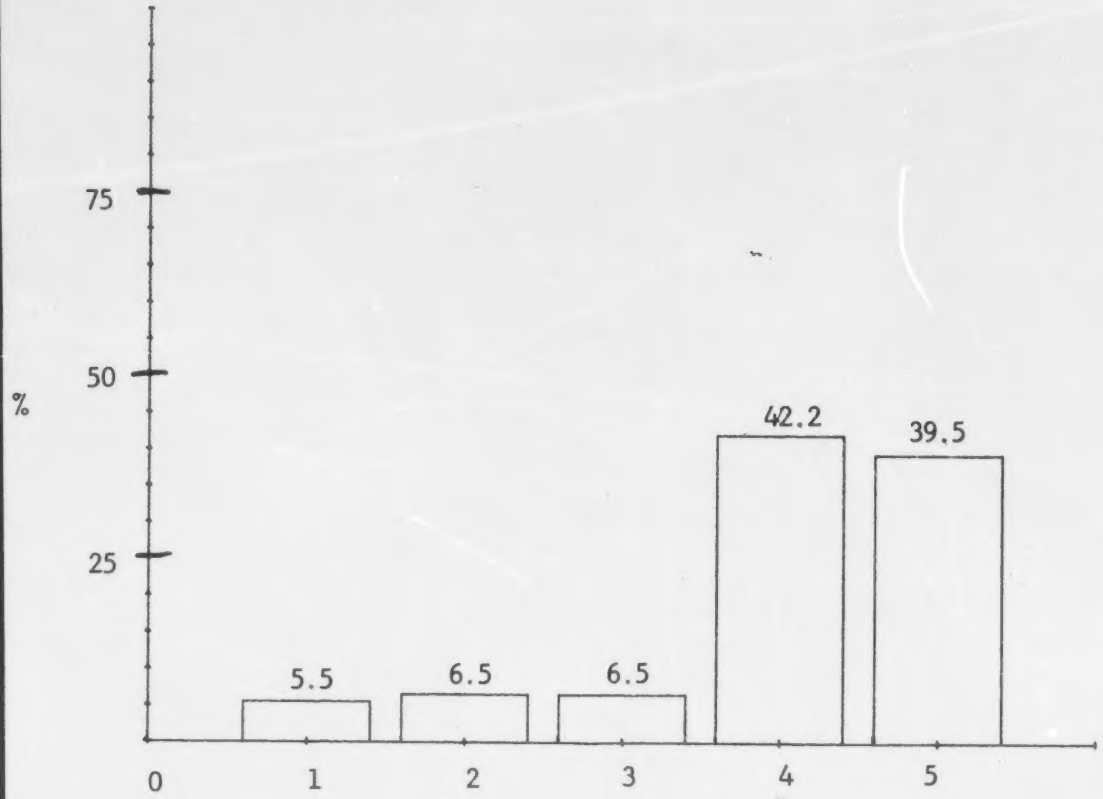
Reason for leaving: Found study too time consuming



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 29

Reason for leaving: Home responsibilities were too great



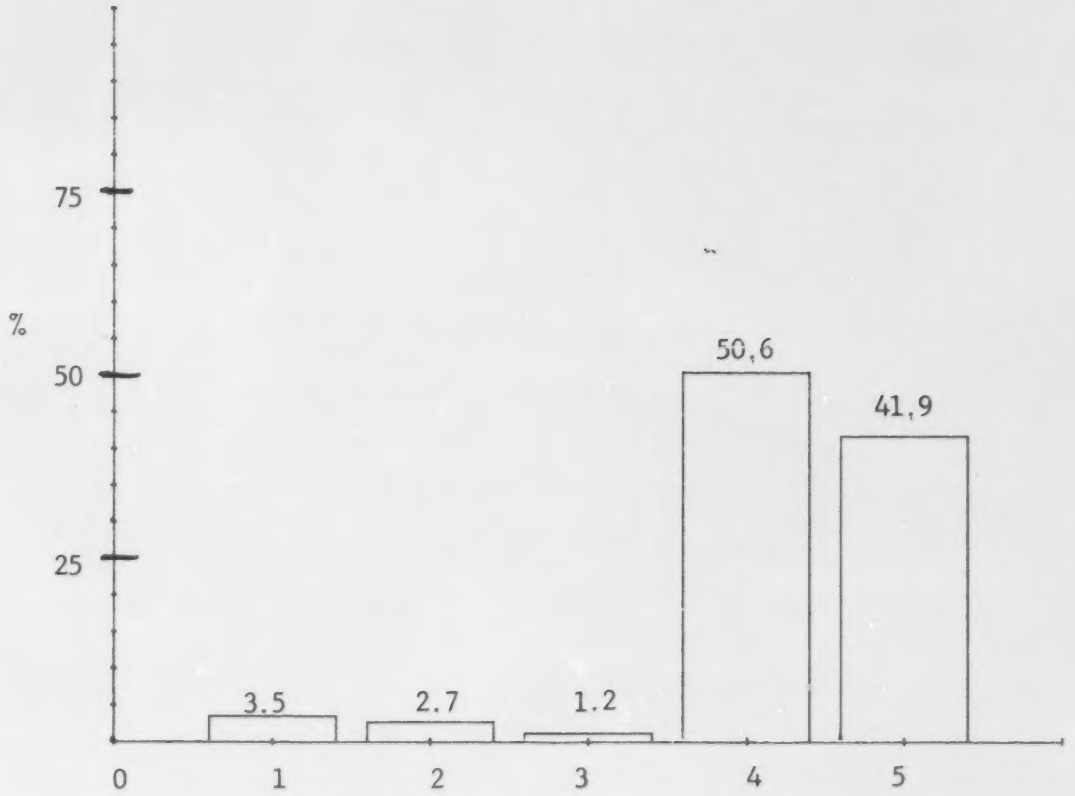
1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

71

72

Figure 30

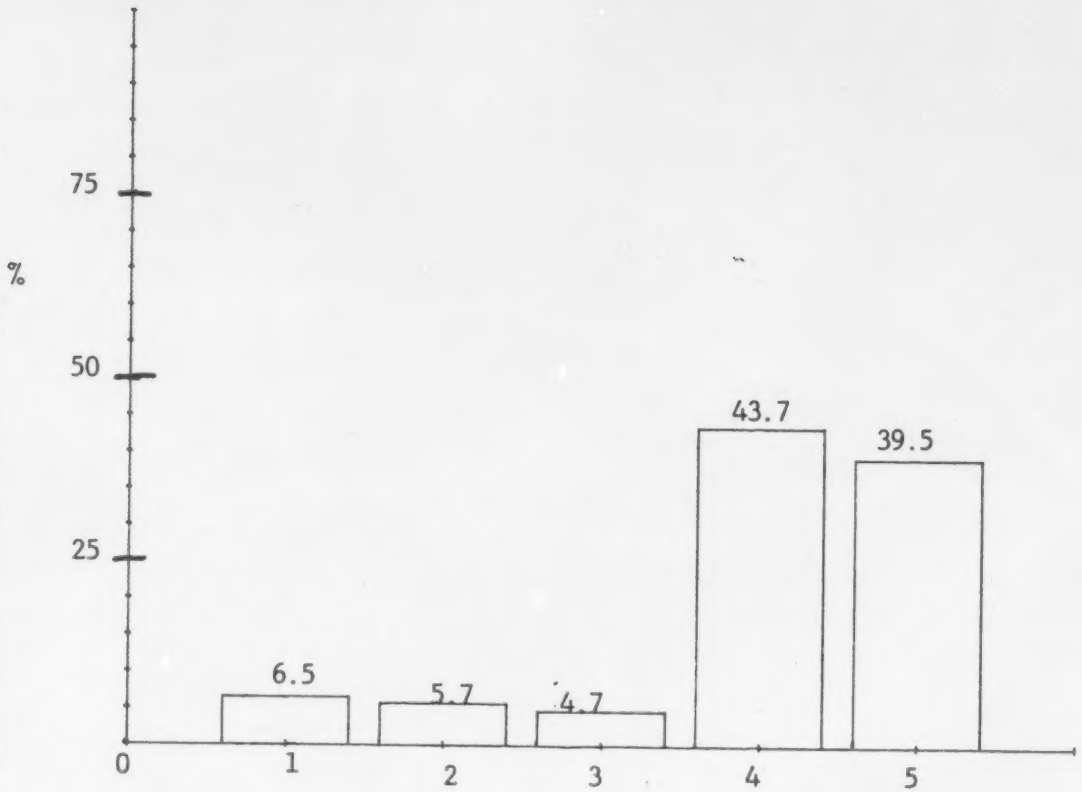
Reason for leaving: Illness, personal or family



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 31

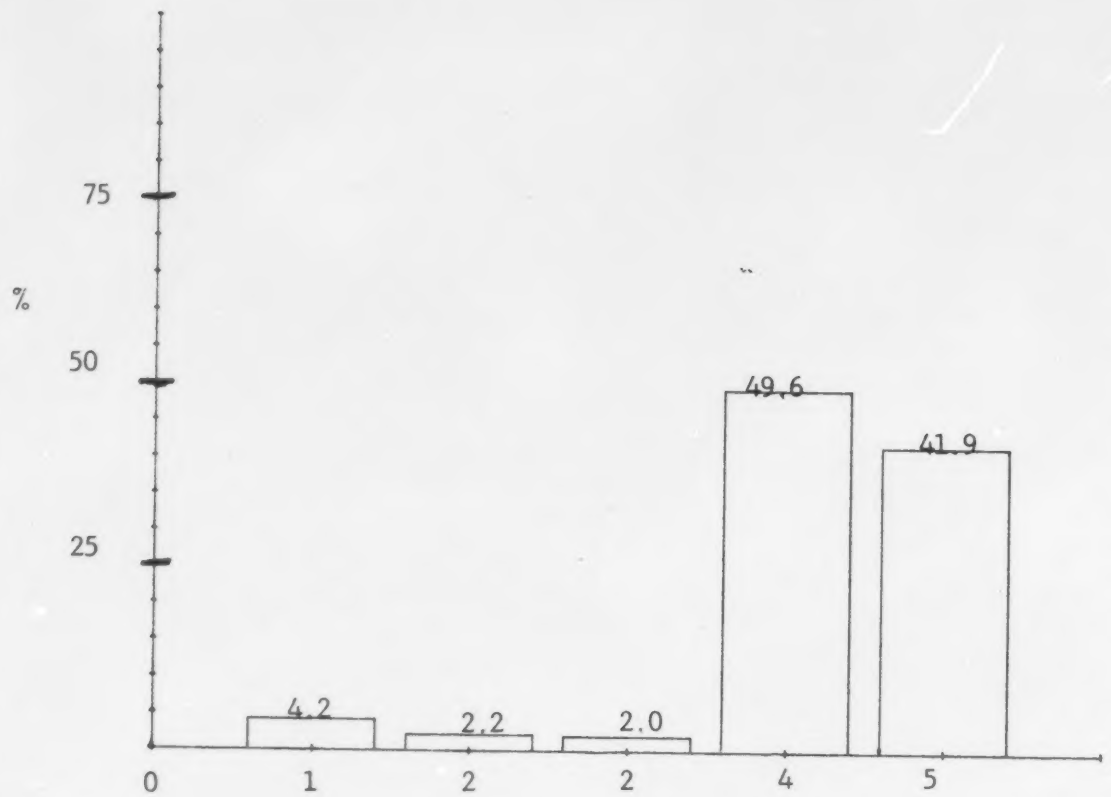
Reason for leaving: Personal Problems



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

FIGURE 32

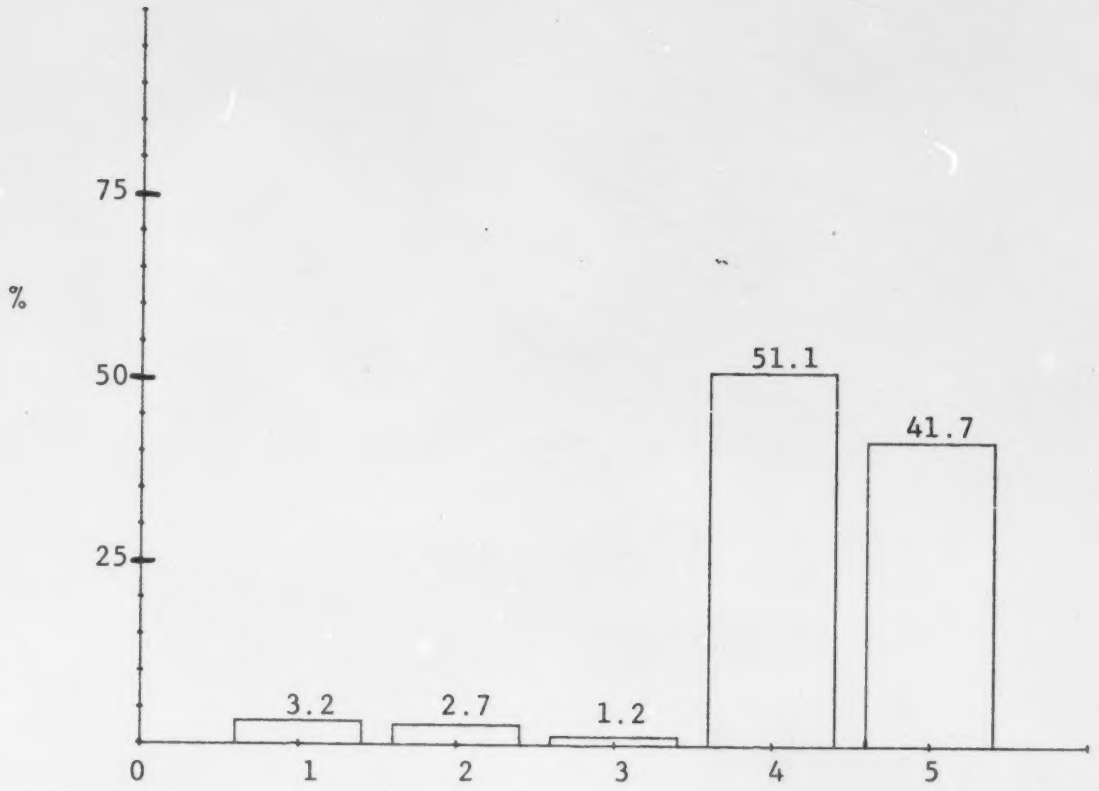
Reason for leaving: Fulfilled my personal goals in schooling



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 33

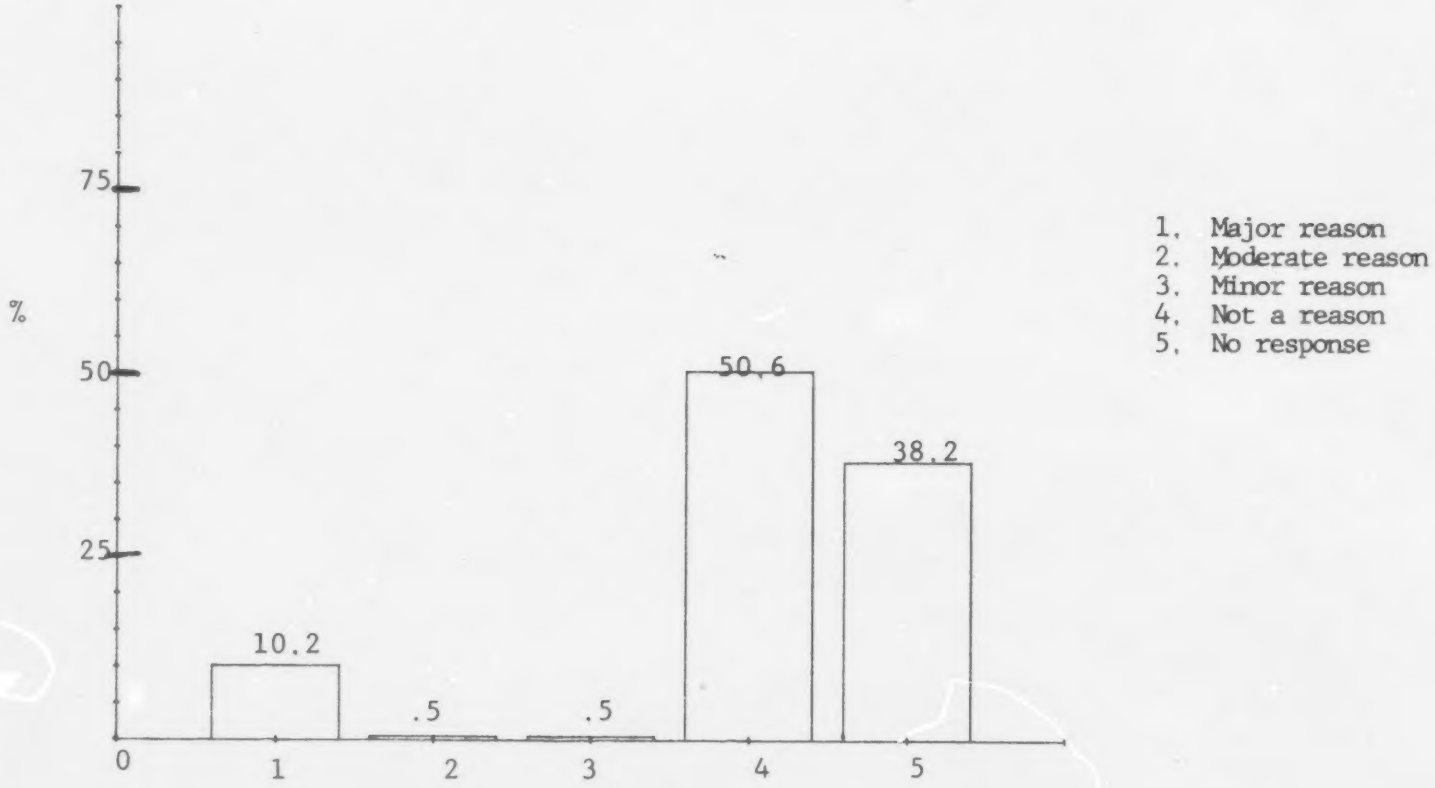
Reason for leaving: Marital situation changed my educational plans



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

Figure 34

Reason for leaving: Moved out of Area

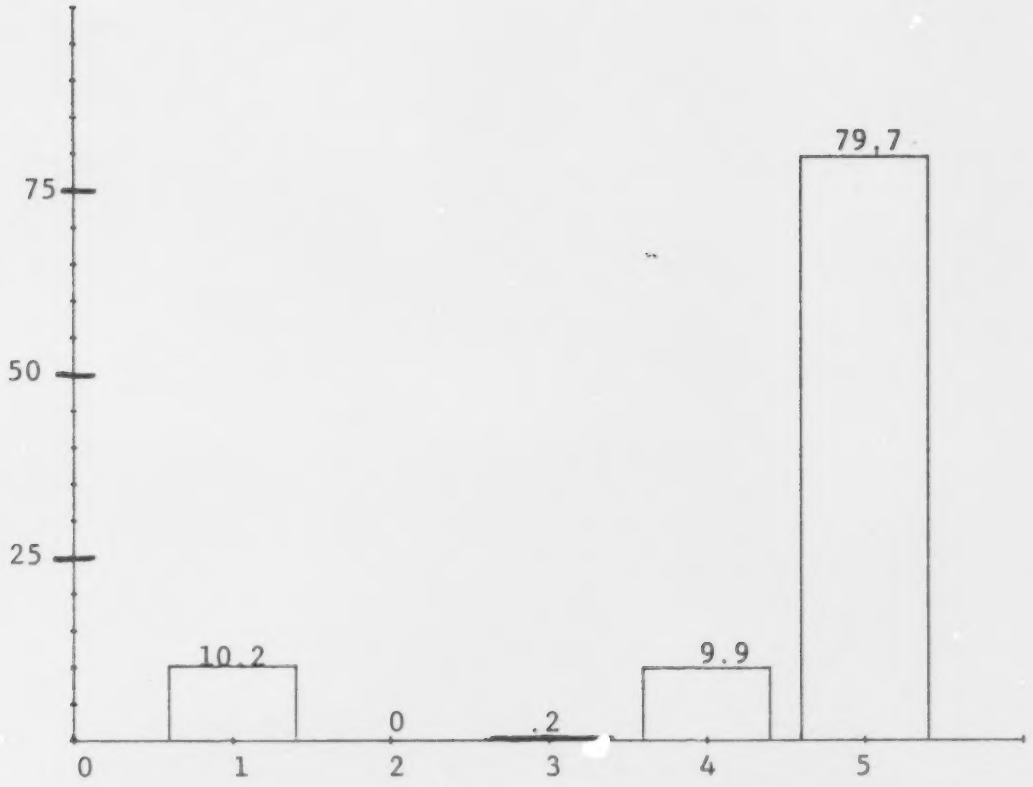


81

82

Figure 35

Reason for Leaving: Other*



1. Major reason
2. Moderate reason
3. Minor reason
4. Not a reason
5. No response

* The most often cited reason was "transferred to another institution"

FIGURES 36 - 60

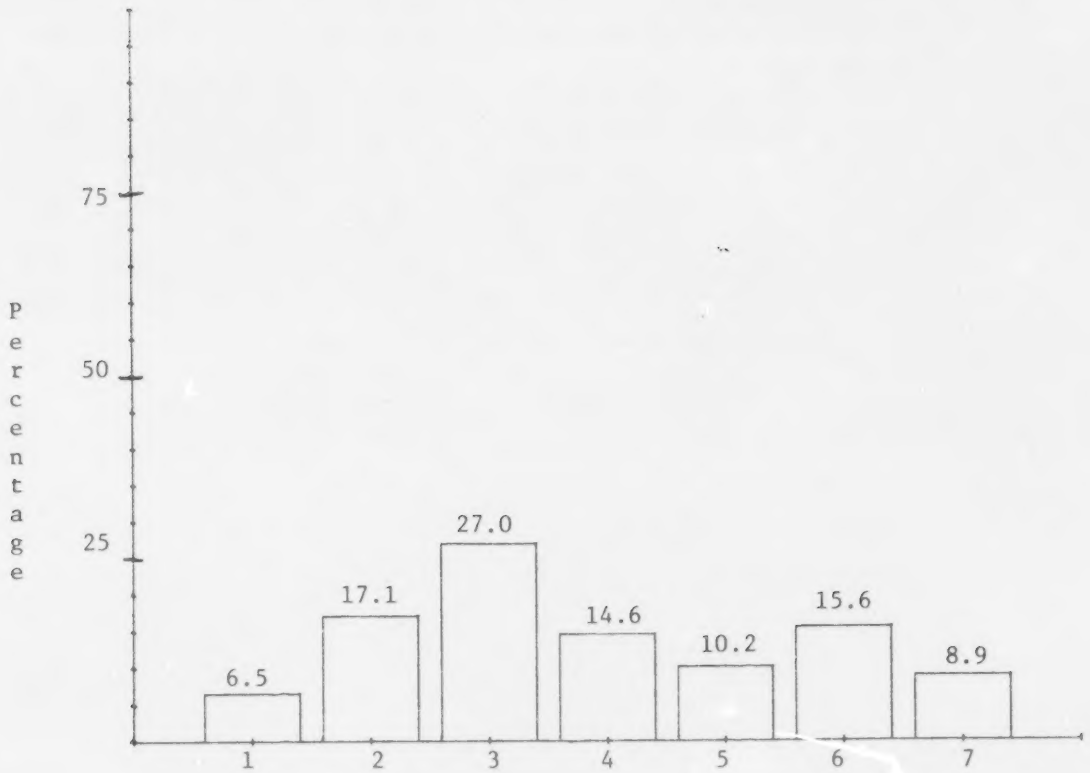
Evaluation of Aspects of DCCC

By

Non-Returning Students

FIGURE 36

Degree of Satisfaction with Counseling/Guidance Services



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

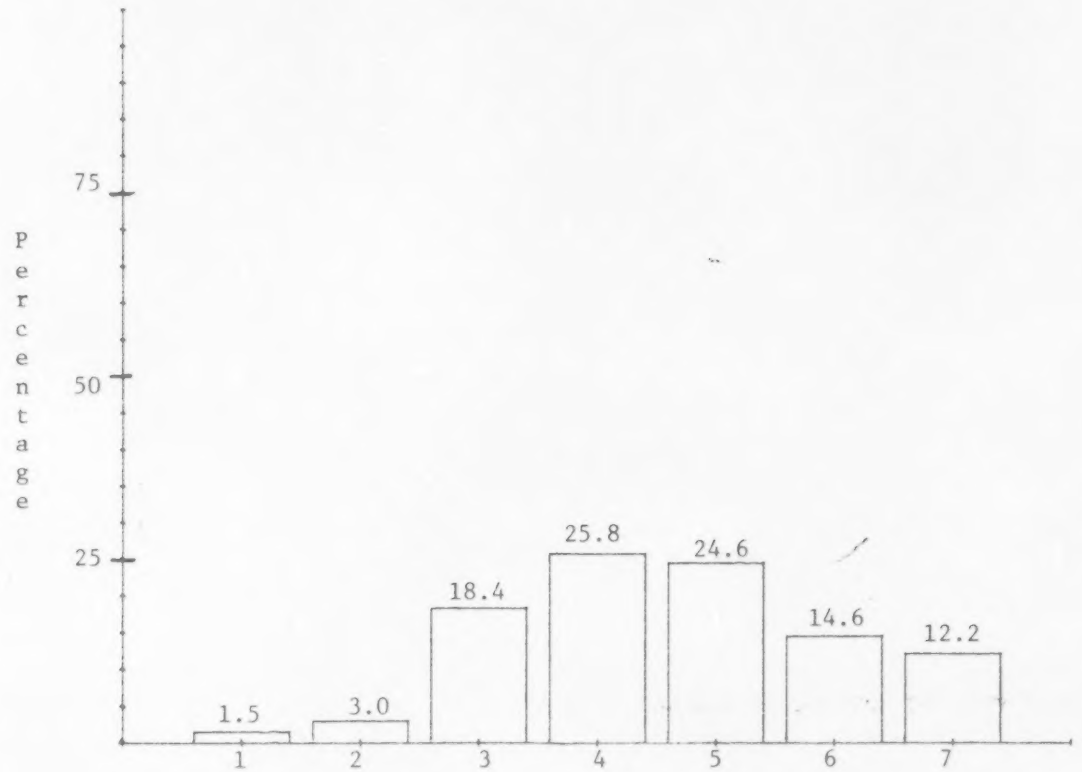
FIGURE 37

Degree of Satisfaction with Academic Advising Services

1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 38

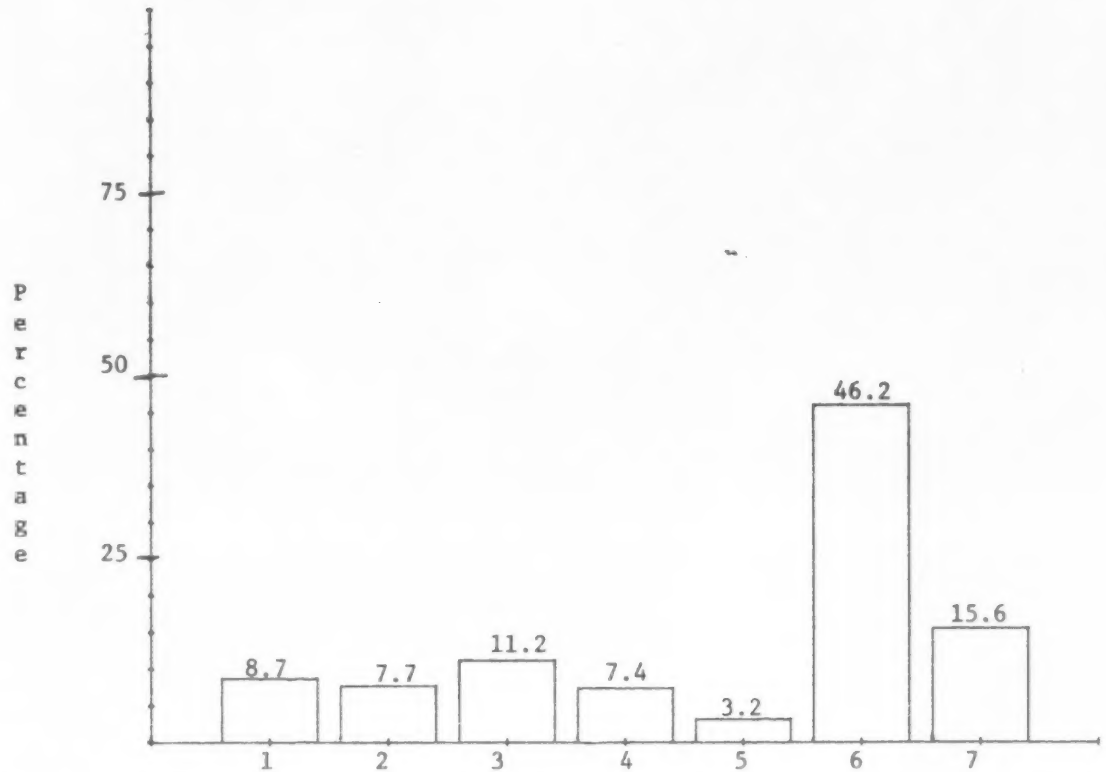
Degree of Satisfaction with Library Services



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 39

Degree of Satisfaction with Employment Opportunities



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 40

Degree of Satisfaction with Financial Aid Opportunities

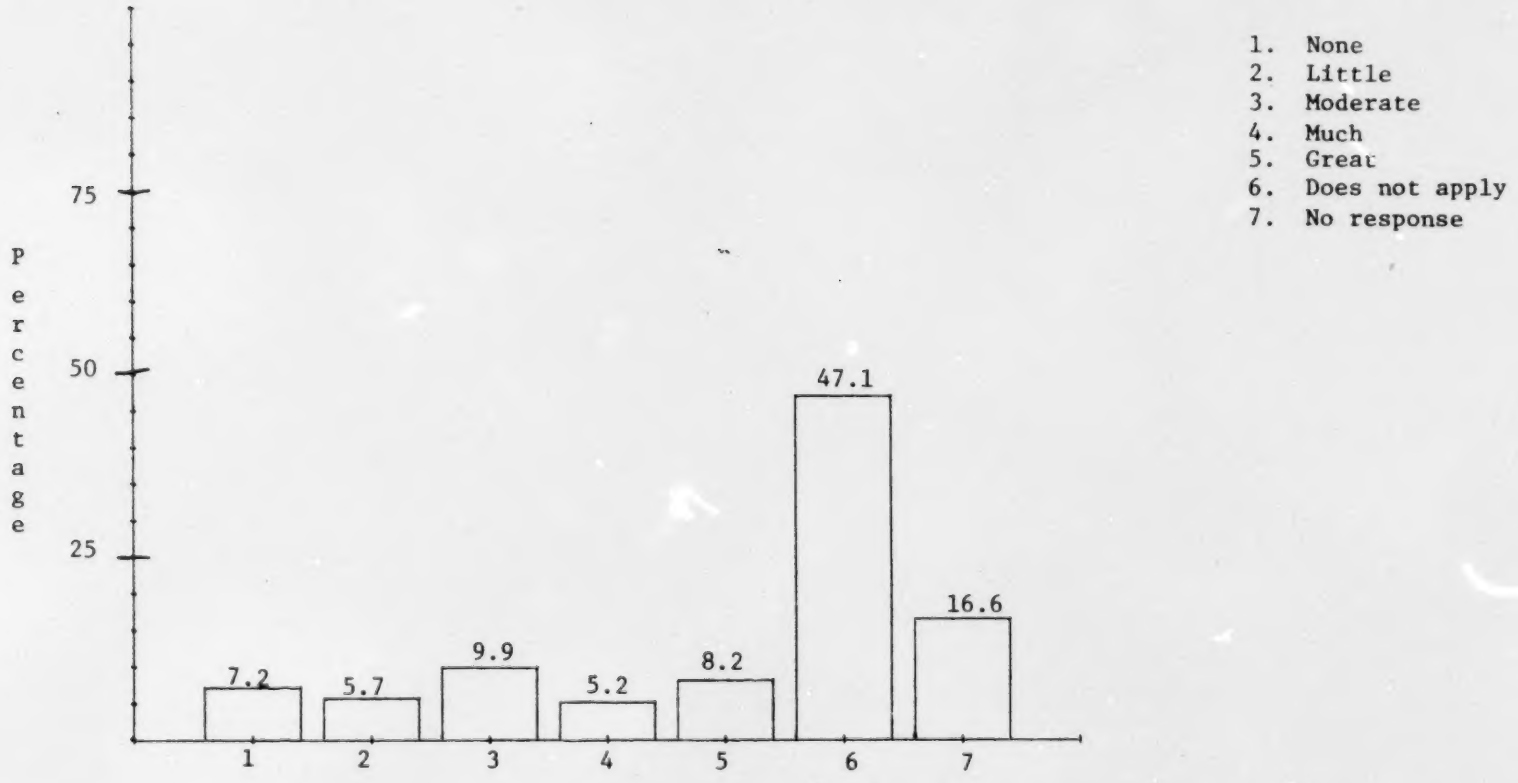
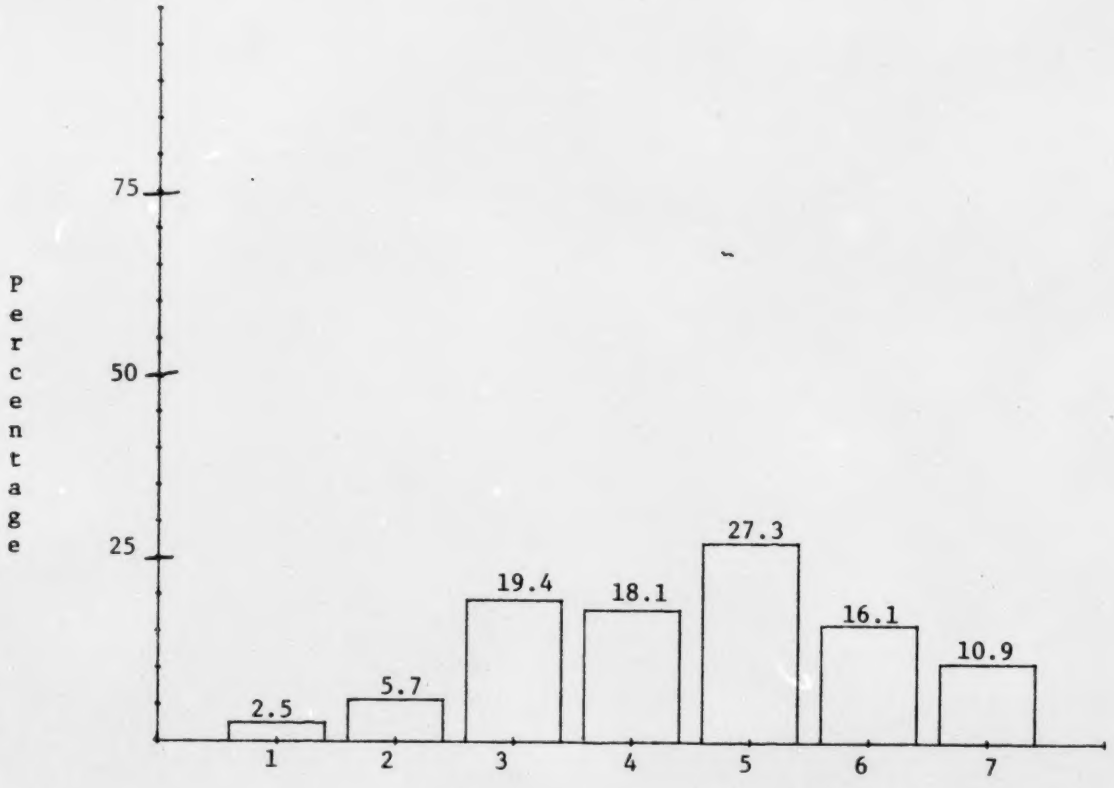


FIGURE 41

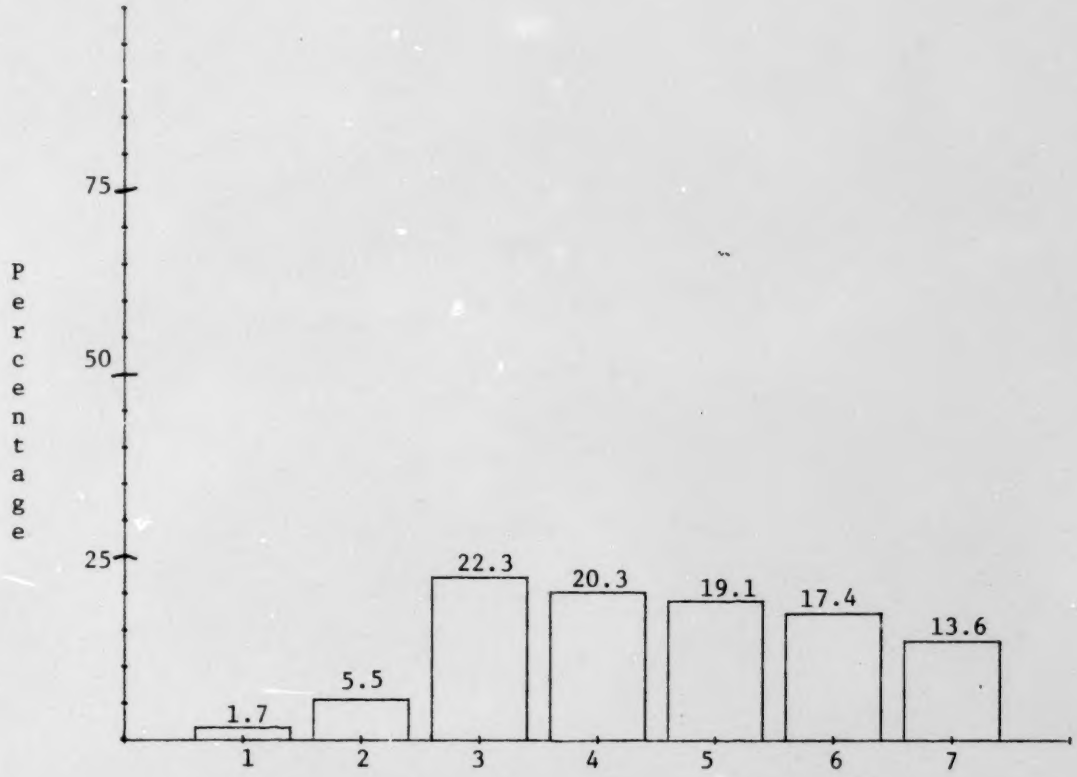
Degree of Satisfaction with Cost of Attending DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 42

Degree of Satisfaction with Enrollment Size at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 43

Degree of Satisfaction with Rules and Regulations at DCCC

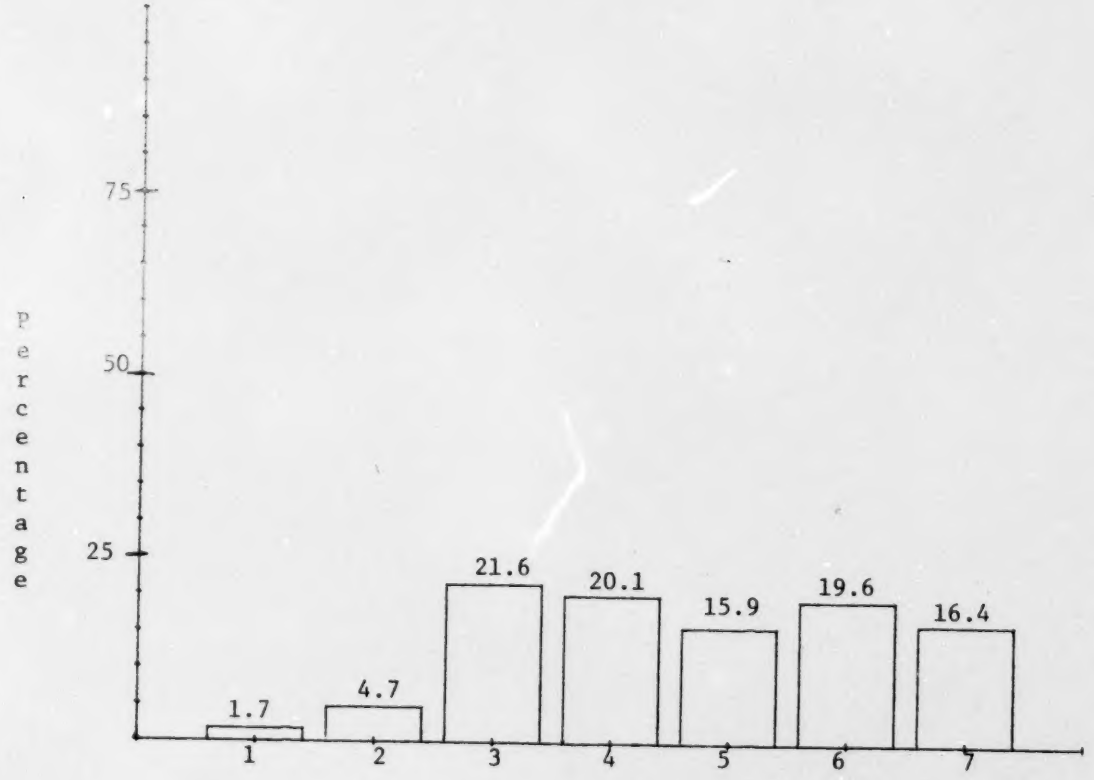
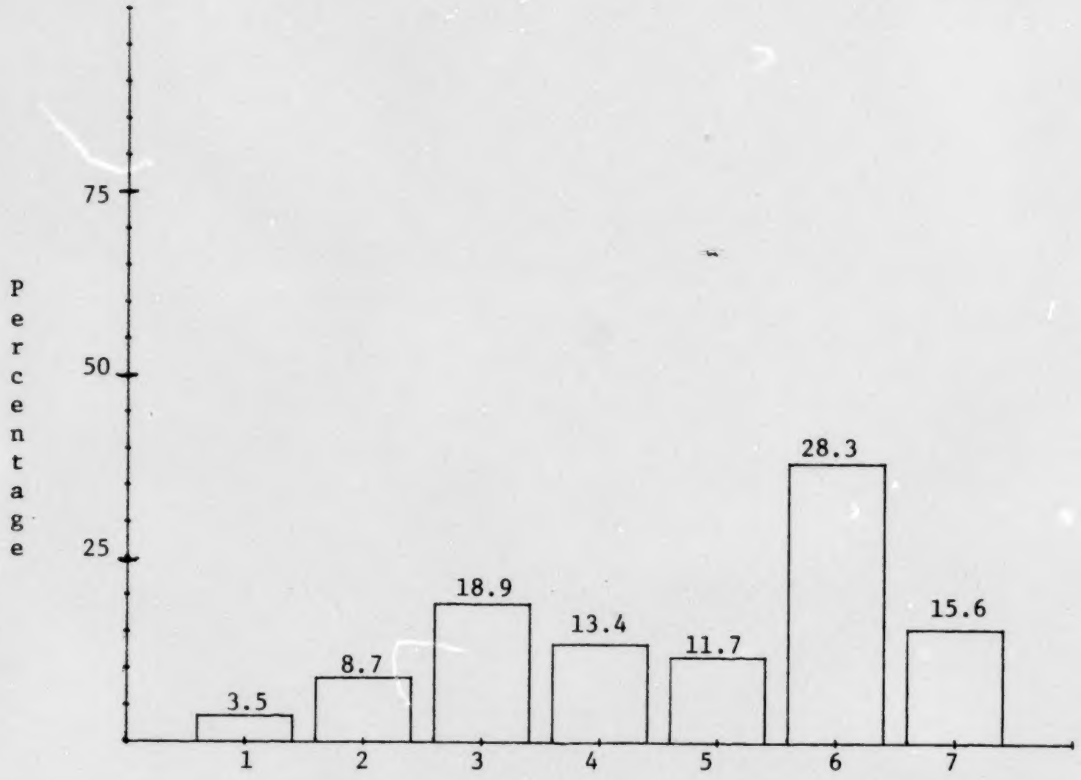


FIGURE 44

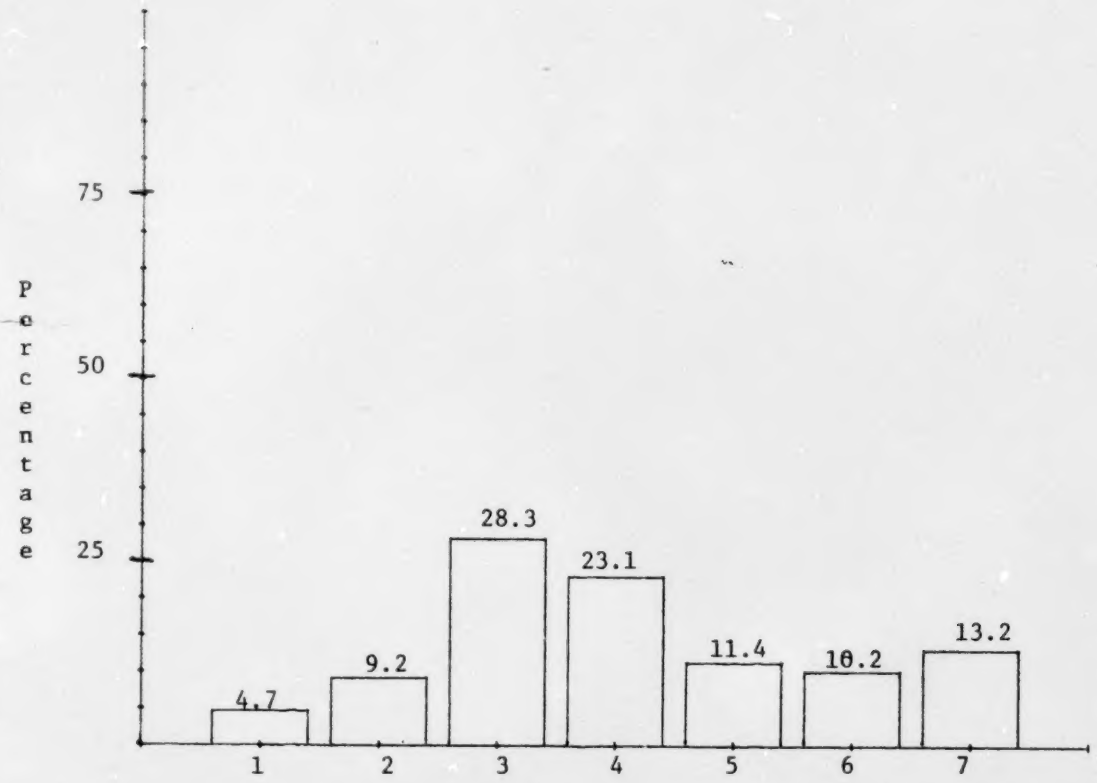
Degree of Satisfaction with Extra-curricular Opportunities



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 45

Degree of Satisfaction with Intellectual Stimulation at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

104

105

FIGURE 46

Degree of Satisfaction with Cultural Opportunities at DCCC

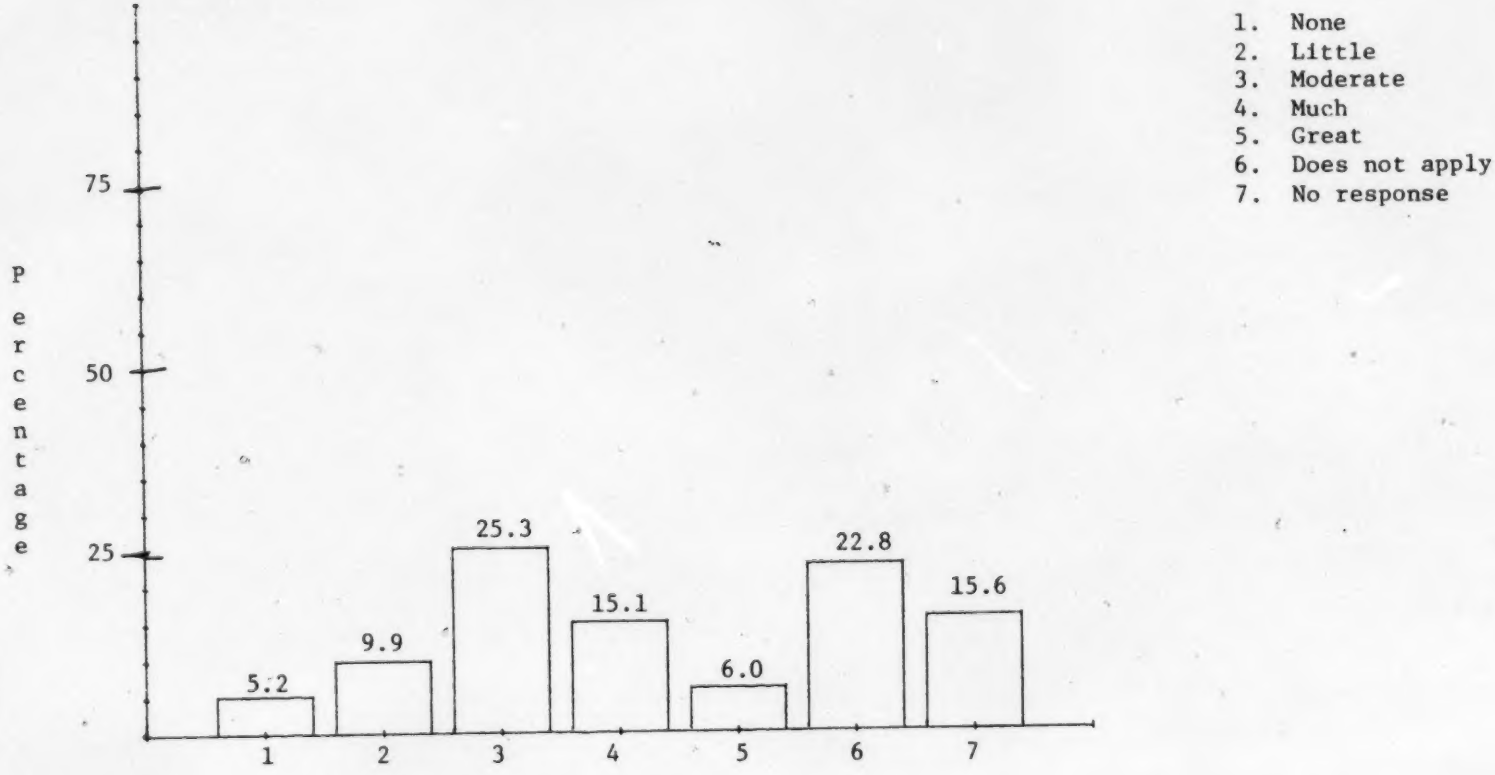


FIGURE 47

Degree of Satisfaction with Social Opportunities at DCCC

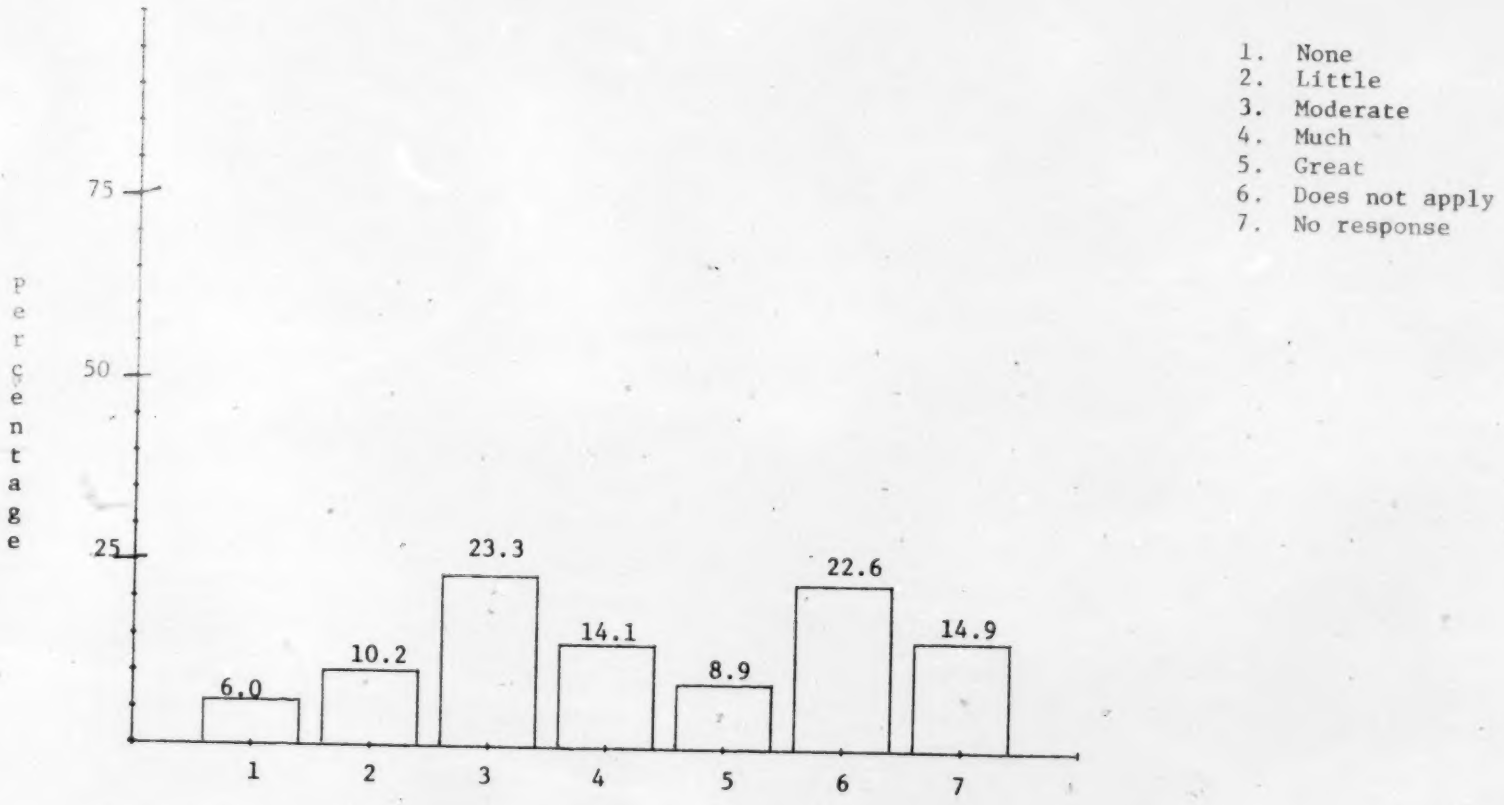
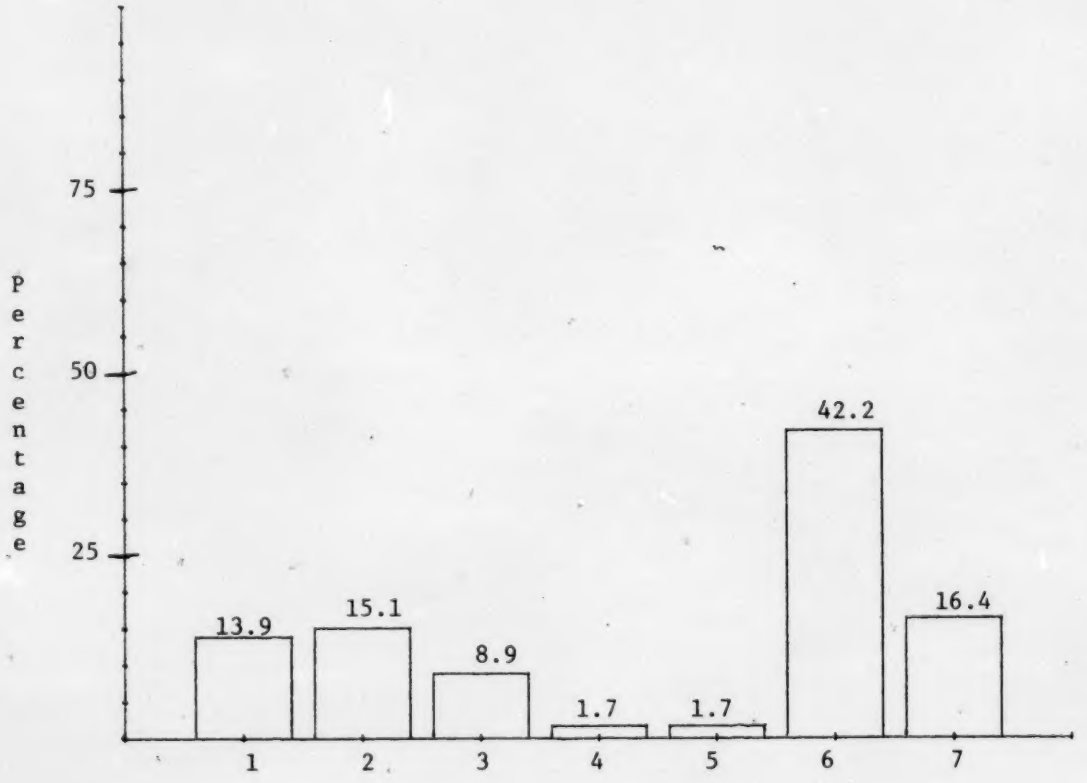


FIGURE 48

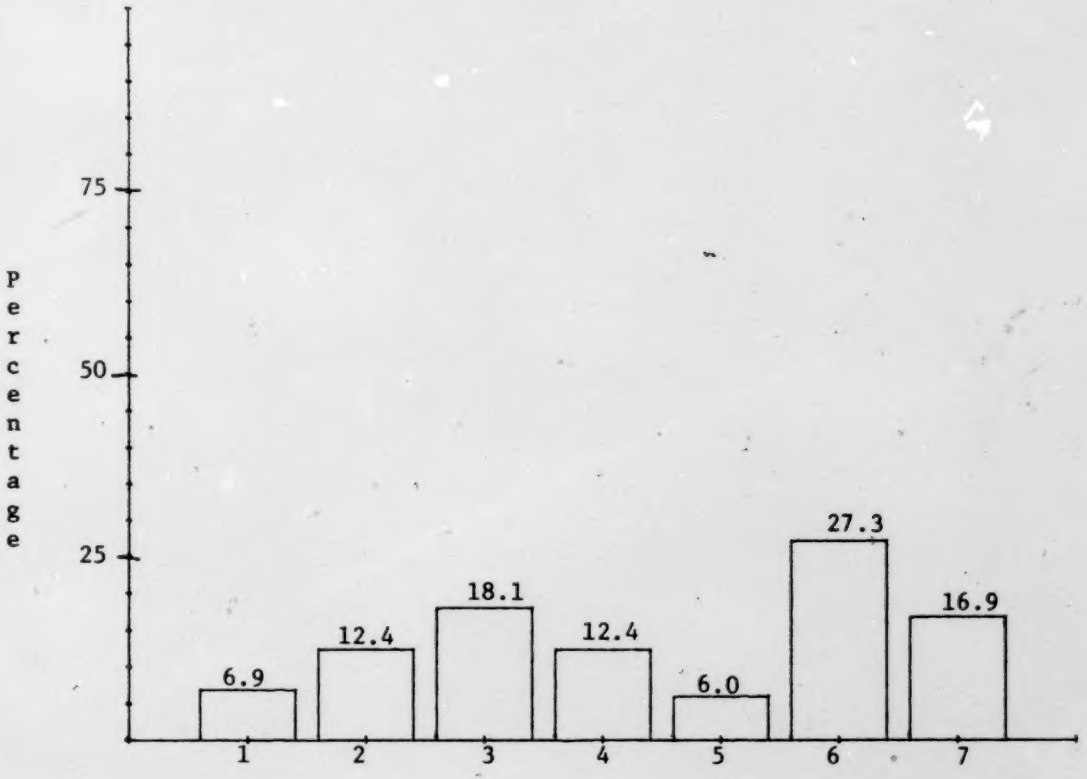
Degree of Satisfaction with Religious Environment at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 49

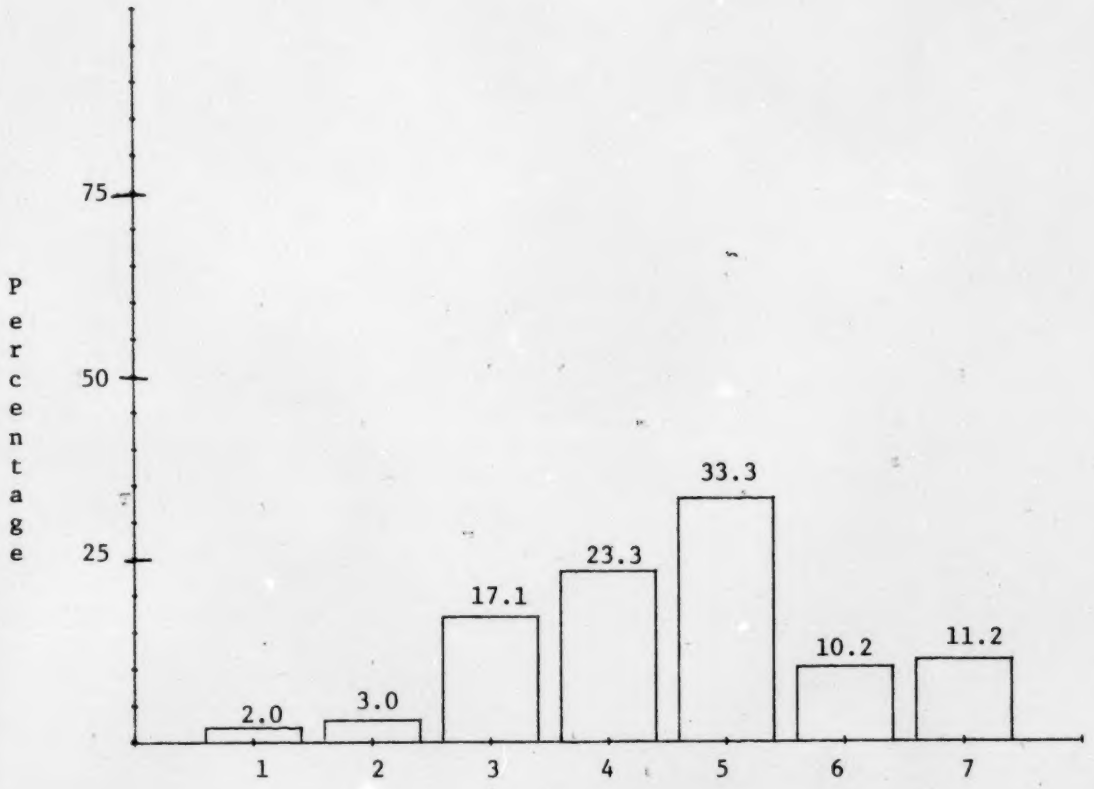
Degree of Satisfaction with Recreational Facilities at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 50

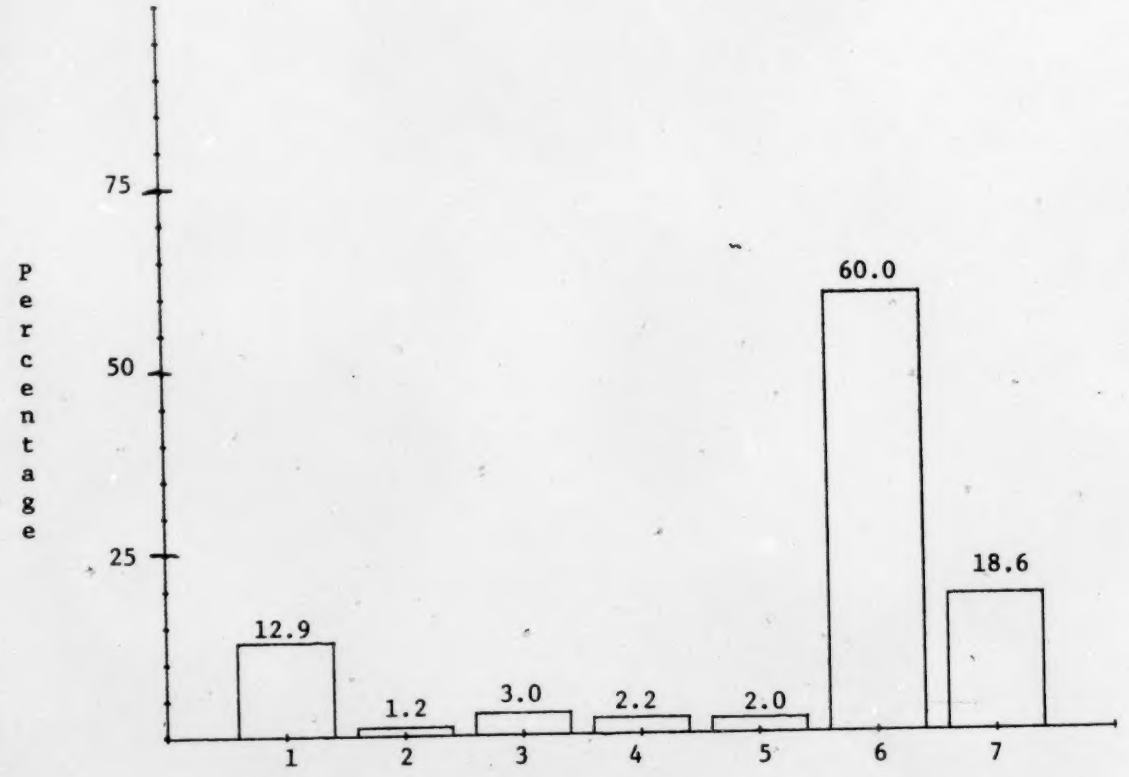
Degree of Satisfaction with the Location of DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 51

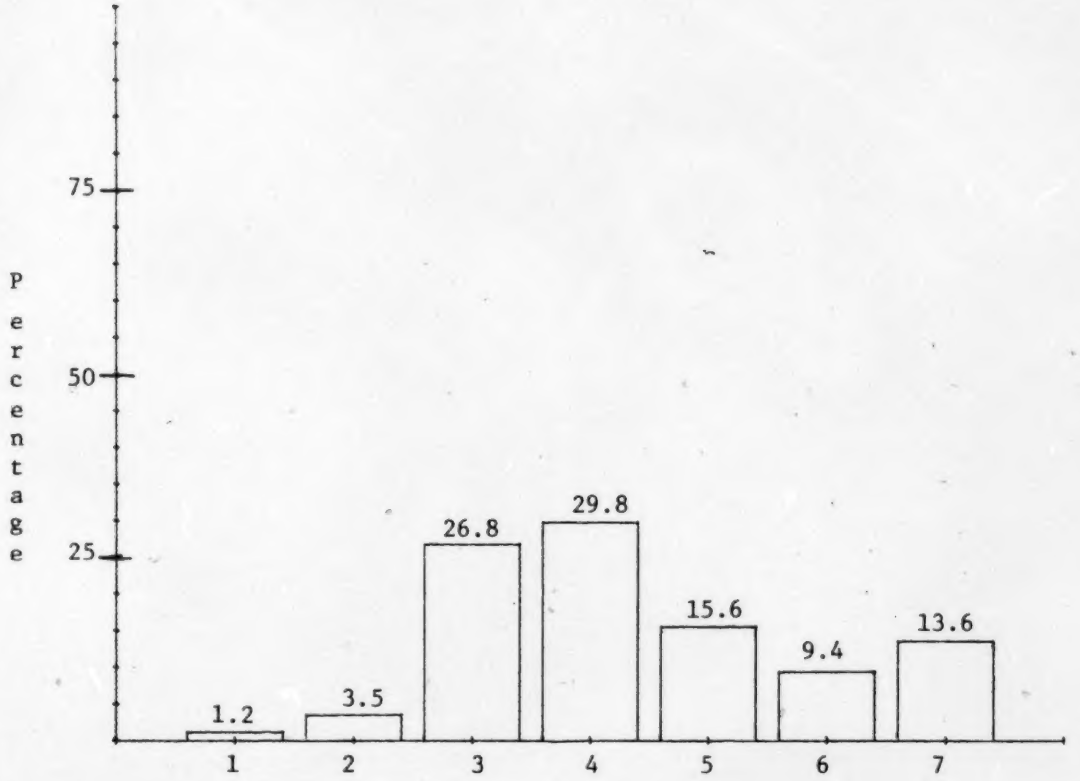
Degree of Satisfaction with Dormitory Accommodations at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 52

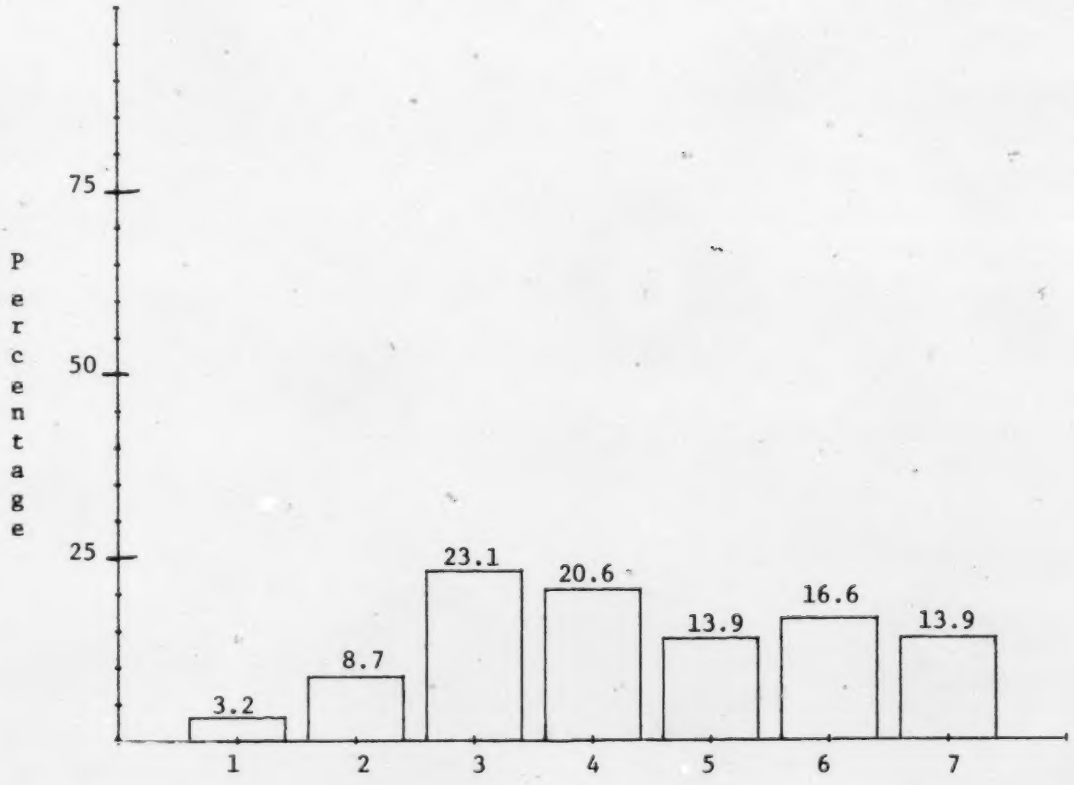
Degree of Satisfaction with Grading System at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 53

Degree of Satisfaction with Course Content in Major Field



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 54

Degree of Satisfaction with Teaching in Major Field

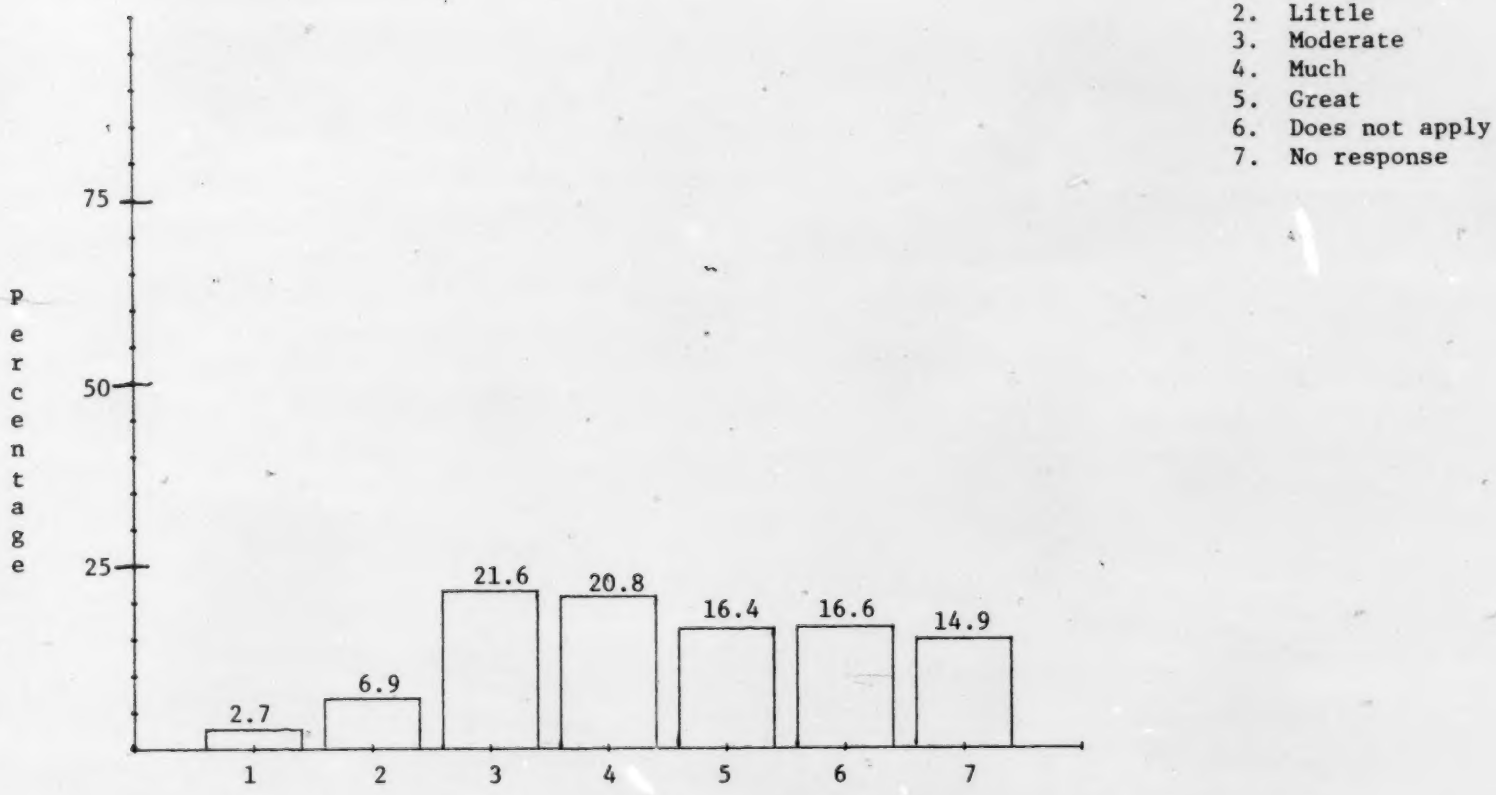
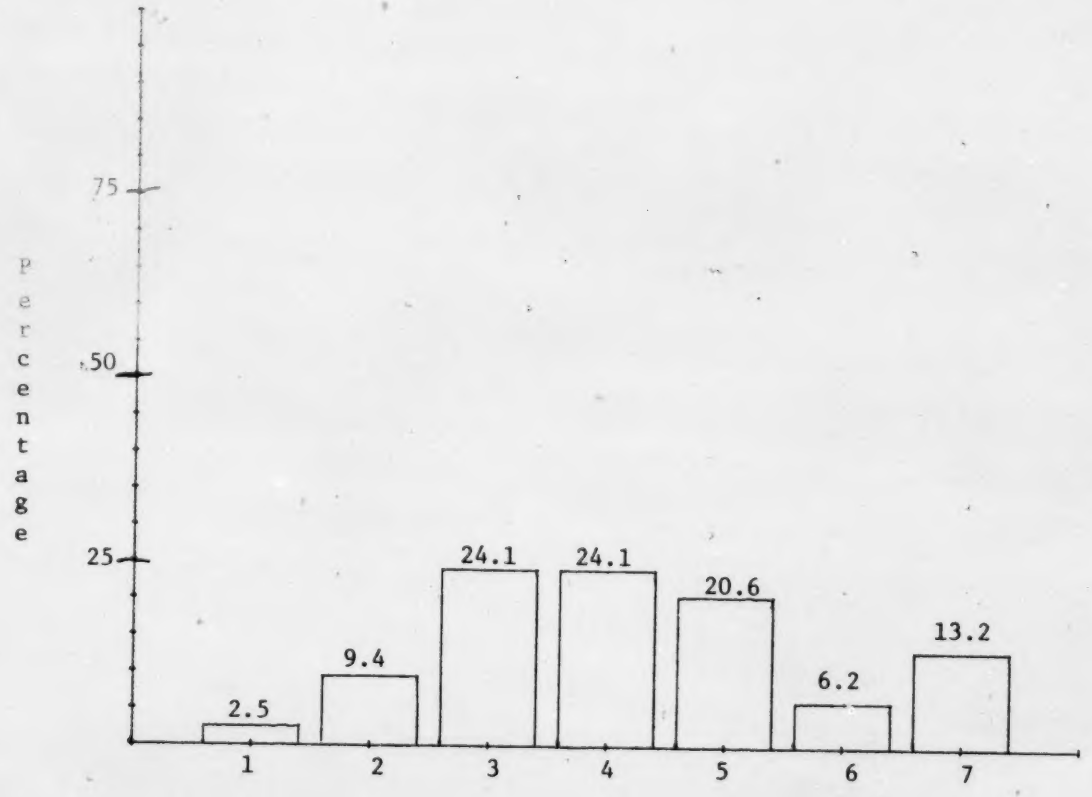


FIGURE 55

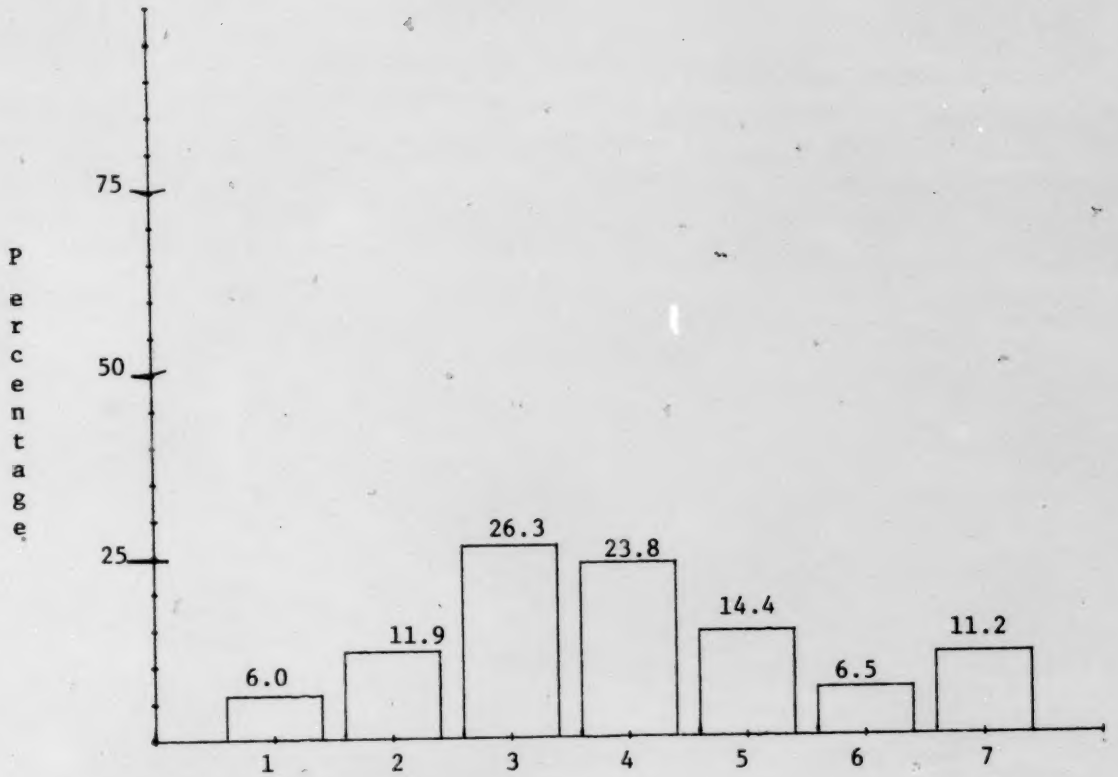
Degree of Satisfaction with Amount of Contact with Teachers at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 56

Degree of Satisfaction with Scheduling of Classes at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 57

Degree of Satisfaction with the Relevance that Major Field had with Career Goals

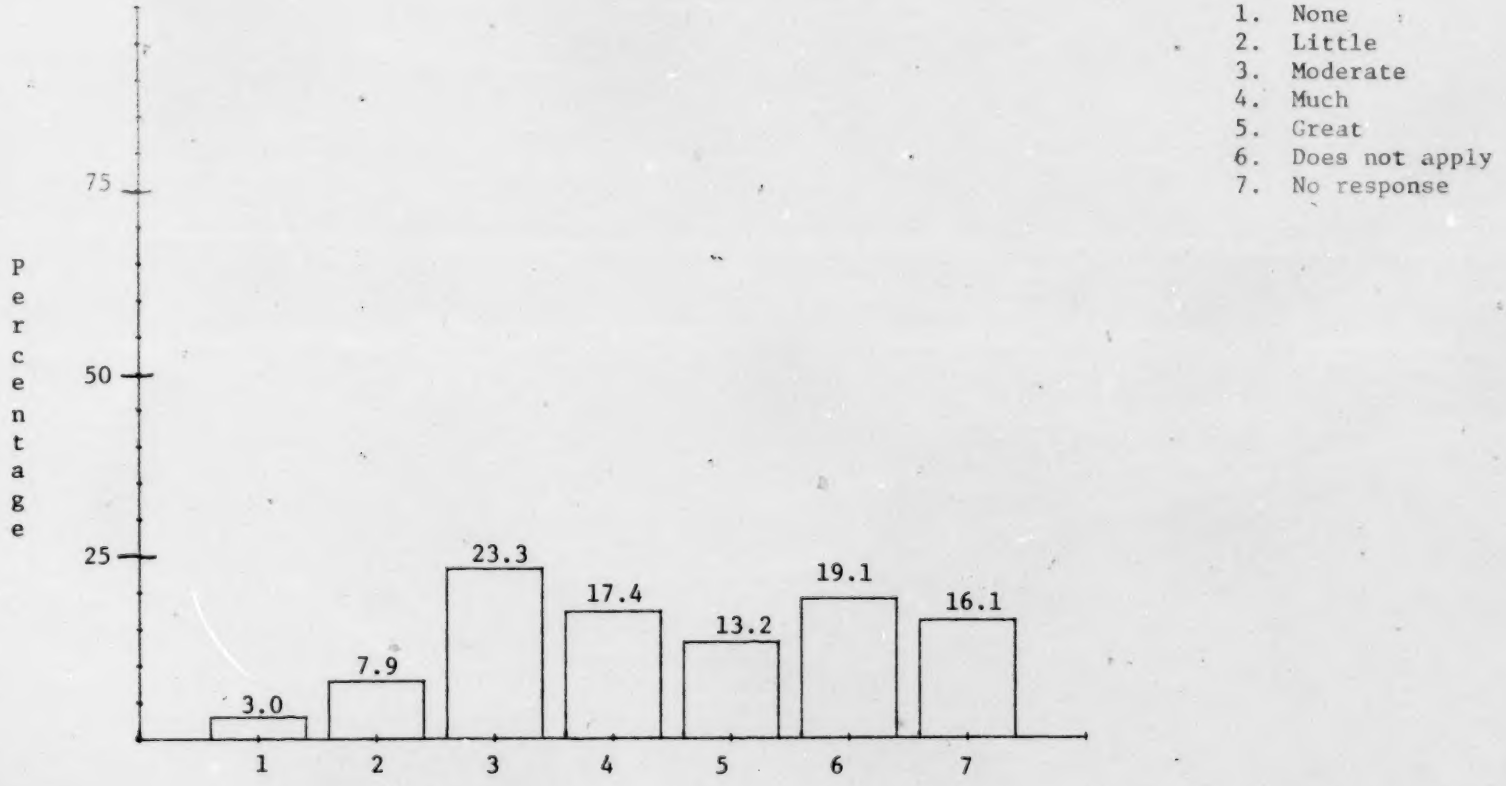


FIGURE 58

Degree of Satisfaction with Information Given to You About DCCC Before Entering

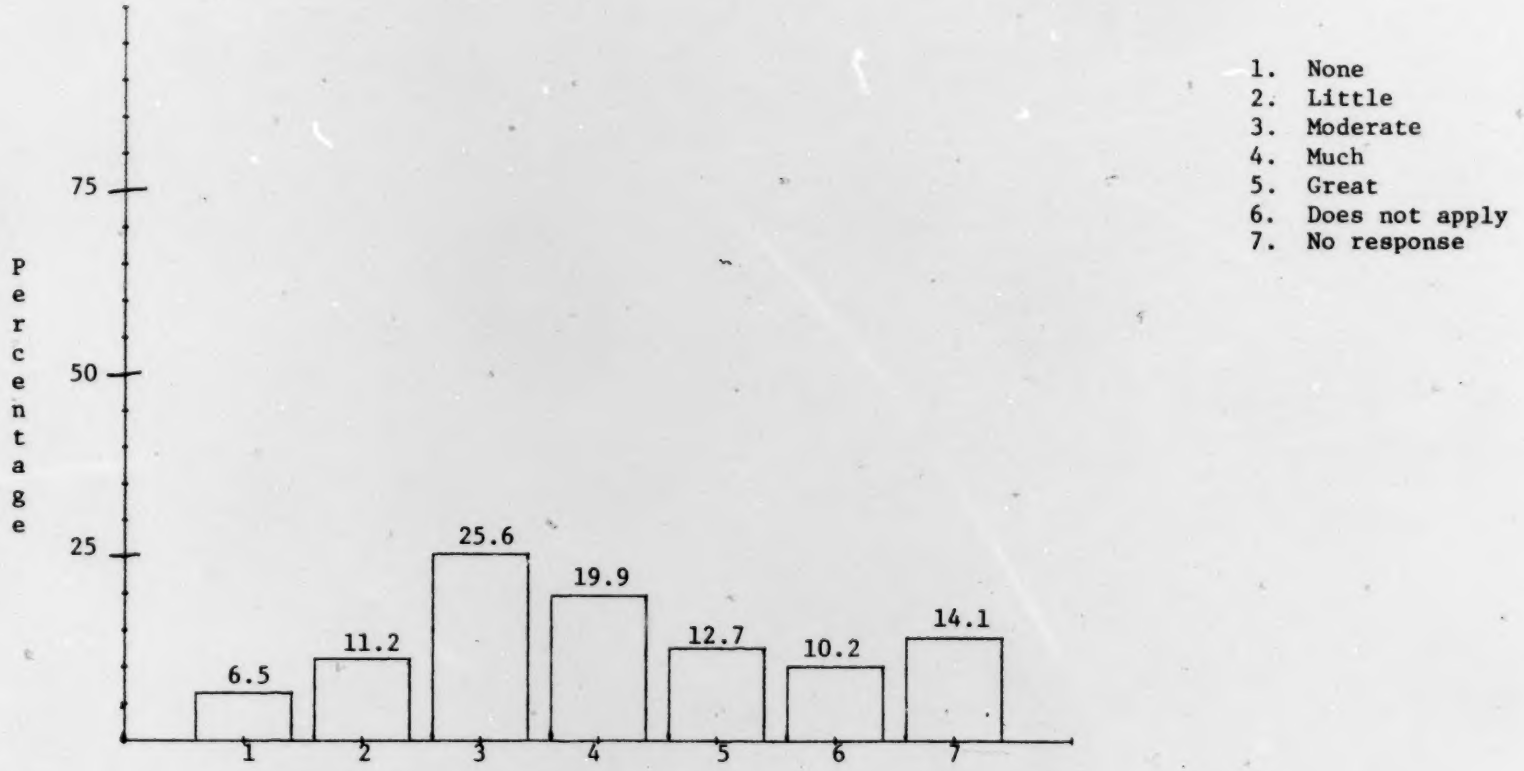
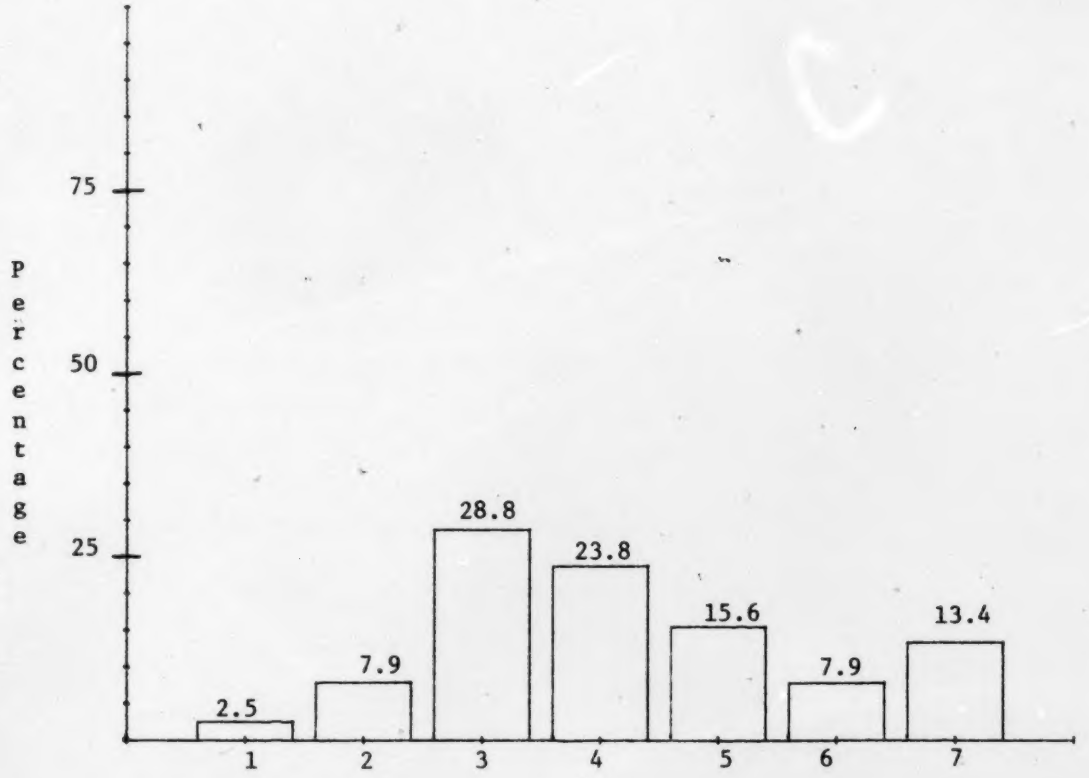


FIGURE 59

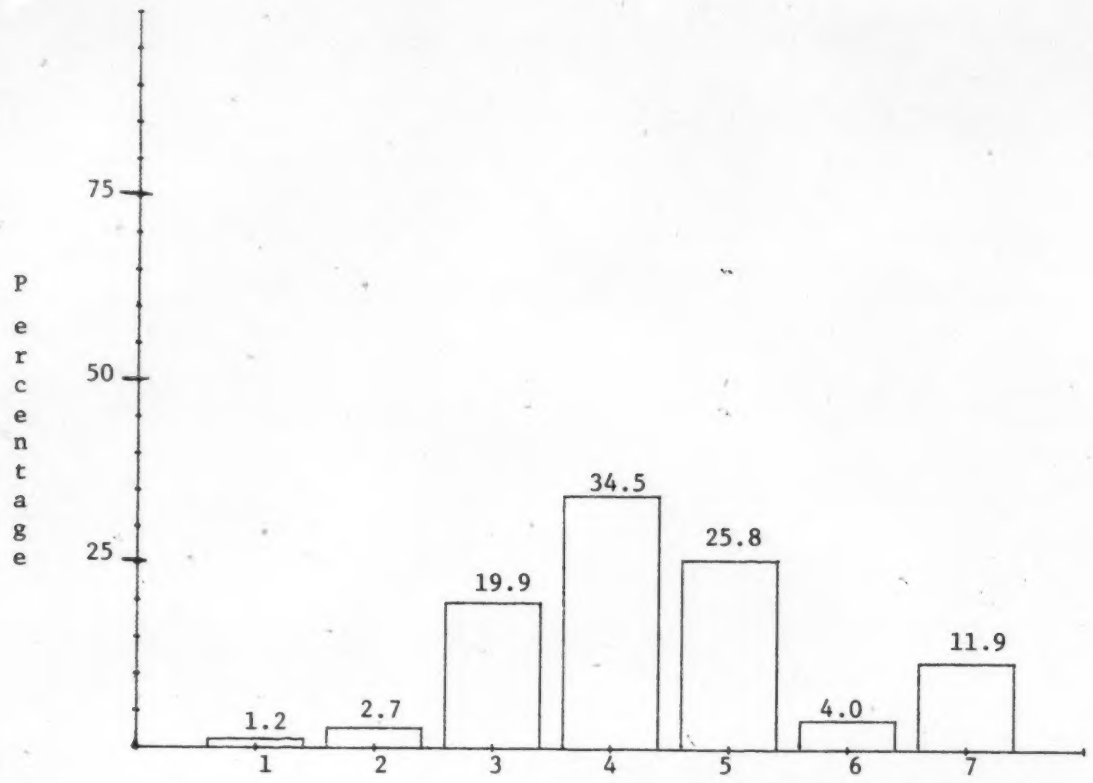
Degree of Satisfaction with Quality of Students at DCCC



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

FIGURE 60

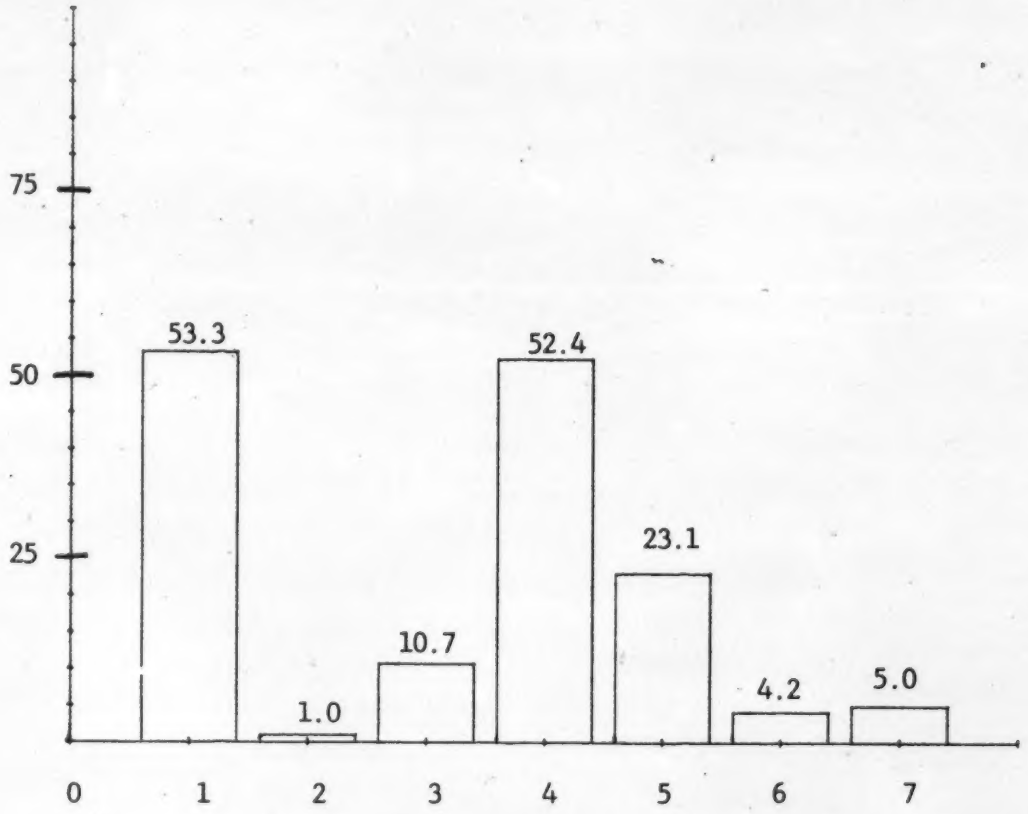
Degree of Satisfaction with DCCC in General



1. None
2. Little
3. Moderate
4. Much
5. Great
6. Does not apply
7. No response

Figure 61

Current activities of non-returning students



1. Attenting or plan to attend school soon.
2. Entered or planned to enter military.
3. Looking for a job.
4. Working in a job.
5. Caring for home and/or family.
6. Traveling
7. Other

DELAWARE COUNTY COMMUNITY COLLEGE

NON-RETURNING STUDENTS SURVEY

WINTER 1976 - FALL 1976

PART II

Susan J. Wetzel
MSPR
October 1977

NON-RETURNING STUDENTS SURVEY - PART II

PURPOSE:

This part of the Non-Returning Students Survey analyzes the questionnaire responses by curriculum. This analysis gives appropriate staff a profile of the non-returning student for each curriculum.

Part I of the Non-Returning Students Survey reported total frequencies for those non-returning students responding to a mailed questionnaire. In Part I no attempts were made at inference. The purpose was to report demographic data and survey responses.

For detailed descriptions of the sample, procedures, and frequencies, see the Non-Returning Students Survey, Part I, April 1977. Copies of this report are available in the Office of Management Systems, Planning, and Research (MSPR).

PROCEDURES:

SPSS Crosstabs Program was used to analyze both responses to the questionnaire and appropriate data base items for each respondent.

RESULTS:

The results are reported by curriculum with no differentiation made between matriculated and non-matriculated students.

Table I presents the numbers of non-returning students responding to the questionnaire for each curriculum. It also presents the number of total enrolled for that curriculum during Fall 1976. The undeclared majors experienced the highest attrition rate (11.68%); and Nursing, the lowest (1.39%). Other than undeclared majors, Accounting lost most students with a 10.34%. This means that one out of every 10 students enrolled in Accounting did not return for the Fall 1976 semester.

Table II reports the cumulative grade point average by curriculum. For this statistic, those with a GPA of 1.90 are not included. The only curriculum with an average GPA below 2.50 is Nursing. Most GPA's are greater than 3.00, which seems to indicate that the average student doe not leave DCCC because of poor grades.

The average age of non-returning students by curriculum is presented in Table III. Since information on the average age of all students enrolled in each curriculum is not readily available, appropriate program directors and chairpersons should decide if the mean age presented here is atypical for his/her curriculum.

The mean number of credit hours completed by the non-returning students is reported in Table IV. With the exception of Executive Secretarial and Hotel/Restaurant Management, most non-returning students completed 20 credits before leaving DCCC. The percent of off-campus students is also listed in Table IV. With the exception of Administration of Justice, the overwhelming majority of non-returning students were on-campus students.

Of the 412 respondents, only three had scores on the DCCC Placement Test recorded in the student data base.

TABLE 1

Percent of Non-Returning by Curriculum

	N	1*	2
Business Administration	52	12.60	7.04
Liberal Arts	119	28.80	2.55
Engineering	8	1.90	8.88
Natural Science	25	6.06	3.97
General Education	50	12.13	8.91
Business Management	10	2.42	8.47
Data Processing	14	3.39	8.48
Administration of Justice	14	3.39	4.79
Early Childhood Education	9	2.18	7.14
Nursing	2	.48	1.38
Retail Management	4	.97	6.77
Executive Secretarial	2	.48	2.53
Hotel/Restaurant Management	3	.72	4.00
Applied Technology	10	2.42	5.64
Accounting	15	3.64	10.34
Undeclared	18	4.36	11.68
Withdrawals	57	13.83	
TOTAL	412		

* Not equal to 100% because of rounding

$1 = \frac{\#\text{ of respondents in each curriculum}}{\text{total }\#\text{ of respondents}}$

$2 = \frac{\#\text{ of students who did not return}}{\#\text{ of students enrolled in curriculum}}$

TABLE II

Mean GPA of Non-Returning Students by Curriculum

	$\bar{X}$*	% of students with GPA < 1.90
Business Administration	3.13	23.0
Liberal Arts	3.09	12.6
Engineering	3.37	5.5
Natural Science	2.73	32.0
General Education	3.42	14.0
Business Management	2.84	40.0
Data Processing	3.20	21.4
Administration of Justice	2.99	14.3
Early Childhood Education	2.97	11.1
Nursing	2.02	0
Retail Management	2.98	0
Executive Secretarial	3.62	0
Hotel/Restaurant Management	3.12	33.3
Applied Technology	3.36	10.0
Accounting	3.30	26.6
Undeclared	3.21	11.1

* Academic dismissal (GPA < 1.90) are not included in this statistic.

TABLE III

Mean Age of Non-Returning Students by Curriculum

	$\bar{X}$
Business Administration	27.96
Liberal Arts	27.27
Engineering	21.87
Natural Science	23.52
General Education	28.70
Business Management	21.60
Data Processing	21.92
Administration of Justice	28.14
Early Childhood Education	24.11
Nursing	39.00
Retail Management	20.75
Executive Secretarial	31.50
Hotel/Restaurant Management	26.33
Applied Technology	30.70
Accounting	29.86
Undeclared	30.72

TABLE IV

Average Number of Credit Hours,
2nd Level Students and Off-Campus Students,
by Curriculum

	percent off-campus	$\bar{X}$	% of 2nd level students
Business Administration	3.80	22.78	21.15
Liberal Arts	0	23.38	26.89
Engineering	0	28.13	25.00
Natural Science	0	20.63	24.00
General Education	10.00	11.15	8.00
Business Management	0	25.90	30.00
Data Processing	0	14.00	14.28
Administration of Justice	21.42	24.14	35.71
Early Childhood Education	0	29.78	44.40
Nursing	0	21.50	50.00
Retail Management	0	20.25	25.00
Executive Secretarial	0	7.50	0
Hotel/Restaurant Management	0	7.00	0
Applied Technology	0	19.70	20.00
Accounting	0	22.15	26.60
Undeclared	0	22.80	27.70

Questionnaire
Responses
by
Curriculum

Curriculum: Business Administration Number of Responses 61

Demographic Data:

White, Other than Hispanic	93.4%	Full time student only	42.6%
Veterans	19.6%	Part time student only	50.8%
		Not employed	14.7%
		Employed full time	45.9%

Degree Pursuing:

Certificate	3.2%
Associate Degree	77.0%
Non-matriculated	18.03%

Financial Aid: (% Receiving)

None	68.8%
Loan	4.9%
Work/Study	14.7%

Major reason(s) for leaving DCCC:

Not enough money to go to school
Conflict between job and studies

Unsatisfactory DCCC Services or Area:

Dormitory accommodations
Employment opportunities
Recreational facilities
Counseling /guidance services

Factors if improved would encourage student to stay:

Counseling/guidance services
Scheduling of classes
Academic Advising services

Current Activities of Non-Returning Students:

Attending School	59.0%
Working	52.4%

Curriculum: Liberal Arts Number of Responses 136

Demographic Data:

Black/Negro	2.2%
Hispanic	2.2%
White, not Hispanic	90.4%

Veterans:	14 %
Full time student Only	40.44%
Part time student only	51.4%
Not employed	23.5%
Employed full time	44.8%

Degree Pursuing:

Certificate	8.8%
Associate Degree	54.4%
Non-matriculated	31.6%

Financial Aid: (% Receiving)

None	72.7%
Scholarship	2.2%
Loan	4.4%
Work/Study	1.4%
G.I. Bill	11.7%
Other	7.3%

Major reason(s) for leaving DCCC:

Major courses not available at this school
Not enough money to go to school
Moved out of the area

Unsatisfactory DCCC services or areas:

Dormitory accommodations
Religious environment
Employment opportunities

Factors if improved would encourage student to stay at DCCC:

Course content in major field
Academic advising services
Intellectual Stimulation
Location of DCCC

Current Activities of Non-Returning students:

Attending school	57.3%
Working	45.5%
Caring for home	28.6%
Looking for job	11.02%

Curriculum: Engineering Number of Responses 10

Demographic Data:

Black/Negro	10%	Veterens:	10%
Asian or Pacific Islander	10%	Full time student only:	50%
White, not Hispanic	80%	Part time student only:	20%
		Not employed:	40%
		Employed full time	20%

Degree Pursuing

Associate Degree	90%
Non-matriculated	10%

Financial Aid (% receiving)

None	80%
Scholarship	10%
Loan	10%
Work/Study	10%

Major reason(s) for leaving DCCC:

Major or courses not available at this school
Learned what I came to learn

Unsatisfactory DCCC services or areas

Scheduling of classes

Factors if improved would encourage student to stay at DCCC:

Scheduling of classes

Current activities of Non-Returning students:

Attending School	70%
Working in a job	40%
Traveling	10%
Other	10%

Curriculum: Natural Science Number of Responses 29

Demographic Data:

Hispanic	3.57%	Veterans	7.4%
White, not Hispanic	96.4%	Full time student only	42.8%
		Part time student only	50 %
		Not employed	31.03%
		Employed full time	27.5%

Degree Pursuing

Associate Degree	53.57%
Non-matriculated	42.85%

Financial Aid (% receiving)

None	60%
Scholarship	3.3%
Loan	16.6%
Work/Study	6.6%
G.I. Bill	3.3 %
Other	10%

Major reason(s) for leaving DCCC:

Not enough money to go to school
Inadequate study techniques or habits

Unsatisfactory DCCC services or areas:

Counseling/guidance services
Scheduling of classes
Religious environment

Factors if improved would encourage student to stay at DCCC:

Scheduling of classes
Teaching in major field
Relevance of major field to career goals

Current Activities of Non-Returning Students

Attending school	58.6%
Military	3.4%
Looking for a job	13.79%
Working in a job	48.27%
Caring for home and/or family	27.58%
Traveling	6.89%
Other	3.4%

Curriculum: Accounting

Number of responses 14

Demographic Data:

White, not Hispanic	100%

Veterans	14.2%
Full time student only	35.7%
Part time student only	50%
Not employed	28.5%
Employed full time	50%

Degree Pursuing:

Associate Degree	50.0%
Non-matriculated	50.0%

Financial Aid (% receiving)

None	100%

Major reason(s) for leaving DCCC:

Conflict between job and studies

Unsatisfactory DCCC services or areas:

Religious environment
Counseling/guidance services

Factors if improved would encourage student to stay at DCCC:

Scheduling of classes

Current Activities of Non-Returning Students

Attending school	28.57%
Military	7.14%
Looking for job	7.14%
Working in a job	71.4%
Caring for home and/or family	21.4%
Other	14.28%

Curriculum: Applied Technology Number of responses 13

Demographic Data:

American, Indian or Alaska native	9.09%	Veterans	53.8%
White, not Hispanic	90.9%	Full time student only	15.38%
		Part time student only	84.6%
		Not employed	16.6%
		Employed full time	83.3%

Degree Pursuing:

Associate Degree	38.46%
Non-matriculated student	61.53%

Financial Aid (% receiving)

None	35.7%
Loan	7.14%
G.I. Bill	21.42%
Other	35.7%

Major reason(s) for leaving DCCC:

Major or courses not available at this school
Learned what I came to learn

Unsatisfactory DCCC Services or Areas:

Religious environment
Academic advising services
Social opportunities

Current activities of Non-Returning students:

Attending school	53.8%
Looking for a job	7.69%
Working in a job	84.6%
Caring for home and/or family	7.69%

Curriculum: Administration of Justice Number of Responses 16

Demographic Data:

Black/Negro	6.66%	Veterans	56.25%
Hispanic	6.66%	Full time student only	31.25%
White, not Hispanic	86.6 %	Part time student only	56.25%
		Not employed	0.0%
		Employed full time	81.25%

Degree pursuing:

Associate Degree 100%

Financial Aid	(% receiving)
None	43.75%
Loan	6.66%
G.I. Bill	50%

Major reason(s) for leaving DCCC:

Conflict between job and studies

Unsatisfactory DCCC services or areas:

Religious environment
Counseling/guidance services

Factors if improved would encourage student to stay at DCCC:

Scheduling of classes
Counseling/guidance services
Amount of contact with teachers

Current Activities of Non-Returning students:

Attending school	56.2%
Looking for a job	18.75%
Working in a job	56.2%
Caringfor home and/or family	18.75%
Other	6.25%

Curriculum: Business Management Number of responses 11

Demographic Data:

White, not Hispanic	100%	Veterans	0
		Full time student only	70%
		Part time student only	20%
		Not employed	0
		Employed full time	27.27%

Degree Pursuing :

Certificate	18.18%
Associate Degree	72.72%
Non-matriculated	9.09%

Financial Aid (% Receiving)

None	72.72%
Work/study	9.09%
Other	18.18%

Major reason(s) for leaving DCCC:

Unsure of major and needed to leave school to decide on possible career.

Unsatisfactory DCCC services or areas:

Intellectual Stimulation
Information given to you about this school before entering

Factors if improved would encourage student to stay at DCCC:

Employment Opportunities
Amount of contact with teachers

Current activities of Non-Returning Students:

Attending school	63.6%
Military	9.1%
Looking for a job	9.1%
Working in a job	36.3%
Caring for home and/or family	18.18%
Traveling	9.1%
Other	9.1%

Curriculum: Early Childhood Education Number of responses 10

Demographic Data:

White, not Hispanic	100%	Veterans	0
		Full time student only	40%
		Part time student only	60%
		Not employed	20%
		Employed full time	10%

Degree Pursuing:

Associate Degree	77.7%
Non-matriculated	22.2%

Major reason(s) for leaving DCCC:

Major or courses not available at this school
Not enough money to go to school

Unsatisfactory DCCC Services or Areas:

Scheduling of classes
Religious environment

Factors if improved would encourage student to stay at DCCC:

Counseling/guidance services
Intellectual stimulation

Current activities of Non-Returning students:

Attending school	60%
Working in job	60%
Caring for home and/or family	30%

Curriculum: Data Processing Number of Responses 15

Demographic Data

Asian or Pacific Islander	21.42%	Veterans	6.6%
Black/Negro	7.14%	Full time student only	26.6%
Hispanic	7.14%	Part time student only	71.42%
White, not Hispanic	64.28%		
		Not employed	33.3%
		Employed full time	60.0%

Degree Pursuing:

Certificate	6.6%
Associate Degree	60.0%
Non-matriculated	33.3%

Financial Aid (% Receiving)

None	73.33%
Scholarship	6.6%
Work/study	6.6%
G.I. Bill	6.6%
Other	6.6%

Major Reason for leaving DCCC:

Unsure of major and needed to leave school to decide on possible career

Unsatisfactory DCCC services or areas:

Counseling/guidance services
Academic advising
Recreational facilities
Quality of students

Factors if improved would encourage students to stay at DCCC:

Academic advising services
Location of this school

Current Activities of Non-Returning Students:

Attending school	46.6%
Looking for a job	26.6%
Working in a job	53.3 %
Caring for home and/or family	6.6%
Traveling	13.3%
Other	6.6%

Curriculum: General Education Number of Responses 57

Demographic Data:

American Indian or Alaska native	1.75%	Veterans	20%
Black/Negro	1.75%	Full time student only	10.52%
White, not Hispanic	96.4%	Part time student only	87.7%
		Not employed	32.14
		Employed full time	55.35

Degree Pursuing:

Certificate	5.45%
Associate Degree	34.54%
Non-matriculated student	60%

Financial Aid (% Receiving)

None	72.72%
Work/study	1.81%
G.I. Bill	12.72%
Other	12.72%

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Major Reason(s) for leaving DCCC:

Learned what I came to learn
Major courses not available at DCCC

Unsatisfactory DCCC services or areas:

Religious environment
Counseling/guidance services
Information given to you about this school before entering

Factors if improved would encourage students to stay at DCCC:

Scheduling of classes
Course content in major field
Relevance of major field to career goals

Current activities of Non-Returning students:

Attending school	43.1%
Looking for a job	17.5%
Working in a job	61.4%
Caring for home and/or family	33.3%
Traveling	3.5%
Orher	1.75%